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AUTHOR	Rice, Eric; Etheridge, Rose
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ABSTRACT

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this manual provides information to aid administrators in developing and implementing such programs. Divided into four sections, it contains material to meet administrator needs which were identified by a needs assessment survey. The first section includes suggested strategies for State Education Agencies' assistance to Local Education Agencies (LEA), programmatic strategies for the LEA to use on their own, and a list of program activities from which local vocational administrators can choose. To aid in designing program evaluations, the second section offers an introduction to evaluation methods and provides a checklist of evaluation questions. The next section is composed of four concept papers to give administrators basic information on the topics of (1) stereotypes, discrimination, and sexism; (2) sex stereotyping in school; (3) sex stereotyping, bias, and discrimination in the work force; and (4) sex discrimination and the law. In the final section, a two-to-three day workshop is described that combines general data, legal information, and solution activities for instructors, counselors, and administrators. A chart detailing the workshop's objectives, activities, and evaluation methods is included, followed by the materials (checklists, tests, information, and data analysis) needed to address each objective. (ELG)

System Sciences, Inc.

P.O. Box 2345
Chapel Hill, North Carolina 27514

Chapel Hill 919 929-7116
Durham 919 286-0711

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STRATEGIES TO ELIMINATE SEX STEREOTYPING AND SEX BIAS: AN ADMINISTRATOR'S MANUAL

Eric Rice Rose Etheridge

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE AND ACKNOWLEDGEMENTS

The authors gratefully acknowledge the contributions of a number of educators who contributed to the information base from which these materials were developed. These educators include state and program educators in the surveyed programs, twenty-one local North Carolina school administrators and the school personnel in the North Carolina systems of Moore County, Shelby City, Jackson County, Chatham County and Wilkes County schools. From these persons information about the program development and program implementation needs of administrators, relative to sex stereotyping and sex bias was gathered as a basis for the information in this package.

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I. INTRODUCTION

System Sciences, Inc., under contract with the Bureau of Occupational and Adult Education conducted a research project entitled "The Testing of Selected Strategies to Eliminate and Prevent Sex Bias in Vocational Education Programs."

The central purpose of this research project was to identify and/or develop and evaluate alternative strategies which educators, particularly vocational administrators and instructors, could employ at the student, instructor or administrator level to impact upon and overcome the restrictive influences of sex stereotyoing and sex bias on the interests, attitudes, choice of occupations and training offered to students of both sexes. The specific objectives devised to guide the research activity were:

1. Develop and field test alternative strategies for the elimination of sex stereotyping and sex bias in public vocational education programs at the secondary school level;
2. Identify and develop strategies and recommendations useful to state level vocational education administrators in efforts to develop a statewide program for eliminating sex stereotyping and sex bias in vocational education programs; and
3. Compile information and categorize strategies useful to local vocational education administrators in developing and planning programs for eliminating sex bias, taking into account local resources.

The research activity was divided into three components, each of which utilized a different methodology, focused on specific purposes and addressed a different target group. The three components were:

Component One: Survey of Program Types and Strategies
Component Two: Administrator Assessment of Need
Component Three: Assessment of Student Instructional Materials

Figure 1 presents an overview of the purposes and respondents of each activity for easy reference.

Survey \ Information	Purposes	Methodology and Respondents
Component One: Surveys of Program Types and Strategies	Develop a data base about current systems, programs and strategies in use nationwide to impact on the target issues.	All projects identified in public information sources, especially those with Federal funding.
Survey One: State Level Survey (state systems)	1. Identify types of approaches in use at the state level. 2. Identify elements supported in research literature. 3. Suggest elements of a prototypic approach.	Review of 12 State Level Programs.
Survey Two: Program Survey (local programs)	1. Identify and quantify emerging trends. 2. Identify characteristics and costs of effective programs.	Review of 92 programs, nationwide exclusive of North Carolina
Survey Three: Local Strategies (strategies within local programs)	1. Identify, quantify and classify strategies proposed by local administrators. 2. Note preferred strategies, needs and areas of neglect.	Review of 40 North Carolina local plans to eliminate sex bias in vocational education.
Component Two: Administrator Assessment of Need	1. Identify and quantify needs, barriers and potential receptivity of administrators to alternative strategies to impact on the target issues. 3. Characterize the present concerns of North Carolina administrators relative to the target issues.	Interview with 21 North Carolina school administrators.
Component Three: Assessment of Student Instructional Materials	1. Assess viability of curricular strategies. 2. Assess the differential impact of the prepared curricular materials on student awareness, attitudes, interests pertaining to the target issues as well as the other cognitive and affective impacts of the materials. 3. Evaluate prepared curricular materials.	Instruction of 850 North Carolina 10th grade social studies students in experimental (pre-post) design with prepared curricula.

Fig. 1. Graphic Presentation of Research Components

Findings derived from each component provided direction in the development of this booklet. Of particular import were findings derived from Component Two, the Administrator Assessment of Need and the Program and Local Plan Surveys of Component One. These data revealed the specific needs, barriers, concerns and directions related to eliminating and preventing sex bias in vocational education. This volume contains information about the more urgent program development and program implementation needs revealed during the research activity. The most critical needs identified were: (a) assistance in devising program evaluation and assessment plans; (b) information on strategies and activities used to address the target issues nationwide; (c) in-service workshop plans and materials for teachers and administrators; and (d) general information pertinent to responsibilities of vocational educators.

This document is divided into five parts, each of which addressed one of the information needs specified above as well as this brief introduction. Efforts have been made to keep the materials brief, informative and on the introductory level. Section II contains a synopsis of findings pertaining to state and local strategies and approaches. Section III is a brief introduction to evaluation. Section IV introduces basic information about the issues of sex stereotyping and sex bias as it pertains to educators. Section V is a two to three day staff development workshop, complete with materials.

II. STRATEGIES AND APPROACHES

One of the program development information needs identified during the research activity was the need for information identifying and explaining strategies and approaches in use elsewhere that could be included or adapted in local programs. The included strategies and approaches are divided into three sections: (a) suggestions for State Education Agencies (SEA's) to assist Local Education Agencies (LEA's) to address the question of eliminating sex bias in vocational education; (b) programmatic strategies useful at the LEA level to tackle the issue of sex bias; and (c) a listing of activities or exercises from which local vocational education administrators can choose in creating a total program. The question of approaches an SEA might use to eliminate sex bias within its own agency is omitted from these materials.

State Education Agency Assistance to Local Education Agencies

During the course of the research project, SSI staff completed a review of ongoing state systems as well as a literature review about inducing change in educational organizations. From these reviews was developed a list of elements, which, in combination, provide the framework of a state system through which the task of eliminating sex bias and sex discrimination can be tackled. The elements include:

1) develop a technical assistance system to broker a wide array of information and expertise;

2) employ the conflict strategy of an overseeing agency such as the state legislature or state board of education mandating certain compliance requirements for vocational education (or all education) at the local level and charging the state education agency with providing whatever assistance is necessary to insure compliance;

3) perform the prerequisite background research identifying the critical structural characteristics of local school systems and student populations in order to construct alternative programs that take local differences into account;

4) develop multiple, alternative local strategies and the flexibility within the technical assistance system that permits compliance to be achieved within the framework of local needs, priorities and conditions; and

5) provide an evaluation system for assessing the relative progress and/or effectiveness of local efforts for overcoming sex bias.

Most State Education Agency systems designed to assist in eliminating sex bias operate using one or more of these elements; however, use of all five, in combination, would create a more comprehensive system.

The technical assistance system should be exactly that. Not only should SEA's provide the usual assistance with clarification of guidelines, explanation of funding and compliance requirements and basic programmatic assistance, but also SEA personnel should provide other needed expertise at the local level. For example, survey data revealed that local directors needed staff development in the areas of needs assessment, program planning and design, construction of measurable performance objectives and design/implementation of evaluation systems. Further, this need was not only for assistance in information collection, but also was for assistance in processing and interpreting collected information.

State Education Agencies should provide local directors with assistance in each of these areas and/or broker needed expertise by establishing, if not paying for, contact between the local administrator and a consultant who can provide the needed technical assistance.

The conflict strategy of mandating joint responsibility of SEA's and LEA's with regard to the target issue would forge a partnership between agencies. No longer would state agencies be required either to await an invitation before making contact with a local agency or initiate contact solely on the pretext of compliance to SEA regulations. Further, by mandating responsibilities with regard to each other and accountability to a third agency, indecision about who should/must do what is subsumed by the necessity of performing. Survey data revealed that such a tactic would work; while educators, particularly local directors, resented compliance regulations, they did respond well to such directives.

The task of generating and interpreting background data sufficient to eliminating and preventing sex bias in vocational education is a multi-phased task. First, local needs assessments must be conducted to pinpoint local programmatic needs. The SSI research project began this task by identifying some general local program development and program implementation

needs. In addition to the aforementioned development needs, the following implementation needs were also identified:

1) Needs for Students--Instructional materials pertinent to the target issue, designed for all students and which addressed the subjects of sex stereotyping, sex bias and sex discrimination within the basic framework of high school vocational education instruction.

2) Needs for Teachers--

   a) Workshop and in-service materials for teachers which addressed the teachers' role and responsibility with regard to sex stereotyping, sex bias and sex discrimination.

   b) Teacher resource materials designed to assist in the instructional process.

3) Needs for Administrators--

   a) Information detailing the administrator's legal position on practical and policy matters such as hiring, promotion, athletics, student rights, teacher rights and so forth.

   b) Information indicating where and from whom the administrator could get technical assistance concerning program development and evaluation. Such information should include information about ideas and successful programs.

The SSI research project addressed these needs by developing the requested student materials, the in-service workshop and materials and some of the general information needs of administrators. Even so, the expressed needs are general. To be most useful within each state, needs must be more highly specified to variables such as school size, population served, geographic location and so forth. Perhaps even more important are two additional research needs. First, SEA's must translate/convert current research and evaluation information on (a) occurrences, causes and effects of sex differences, sex stereotyping and sex bias as they relate to education and (b) current program development into materials for use in classrooms and/or resource books for teachers. For example, if research evidence indicates that there are perceptual differences for males and females, that difference should be converted into effective instructional materials. If research evidence suggests that leadership behavior in groups of students varies by the gender mix of the groups, this fact should be translated into teaching resources. Such a project would bridge the gap between research and practice by converting the sizable amount of research data on sex bias into results that practitioners can use.

Second, SEA's must address the identification and quantification of local social and school factors which correlate with or cause the occurrence of sex stereotyping and sex bias in vocational education. Among the factors that bear investigation are (a) student characteristics that evidence or facilitate sex stereotyping, (b) employer and union practices that contribute to stereotyping and bias, (c) school administrative practices that encourage or extend bias and (d) societal characteristics that correlate with the occurrences of bias. Studies such as the suggested differ from current research in that rather than identifying the effects of bias, the cause and correlates are addressed ... and in a form other than self-study. Such information forms an empirical base upon which to make decisions.

Multiple alternative strategies, the fourth element in a comprehensive program, means that SEA's must adopt a more broad-based approach than has been the case. For example, rather than developing only a self-study guide for LEA consumption, the state agency might also devise curricular materials, establish a resource and information center, develop assessment instruments and so forth. Further, each state strategy should have multiple selections so local directors can select ones that best meet their needs. Among the assistance the SEA should consider are the following:

1) Curriculum and materials

   a) Develop and disseminate inexpensive, effective curricular materials for classroom use with the following characteristics:

      1) Designed for both male and female students;
      2) Use a variety of teaching techniques in order to personalize instruction;
      3) Can be merged into the ongoing basic curriculum as an integral part;
      4) Have demonstrated levels of effectiveness and transportability capacities;
      5) Can be used to teach other skills and content as well as provide information on sex bias; and
      6) Are of high interest and varying degress of difficulty to stimulate students of all levels of academic achievement.

   b) Develop and disseminate quick-check materials that permit efficient analysis of school curricula and instructional materials to identify instances of sex bias in items such as language, pictures, representation, subject treatment, word choice and so forth.

c) Encourage the development of curricular materials which address the target issues for elementary aged children.

d) Prepare and disseminate guidelines and examples to provide direction for LEA's on such topics as neglected content areas, revising curricula, developing new courses, course descriptions and graduation requirements.

e) Prepare and disseminate resource manuals for teacher use in lesson and materials preparation.

f) Develop and encourage the development of inexpensive, effective instructional materials which address the target issues using whatever curricular materials are employed in the classroom. For example, such materials might include a teacher guide and student workbook which contain exercises that analyze language employed in textbooks; it might assist students in conducting a self-study of school practices; or it might teach the analysis of pictures or content of school yearbooks, magazines and newspapers.

2) Information

a) Develop and disseminate in-service workshops for teachers and administrators pertaining to the target issues and including information and experience about:

1) The law and responsibilities relative to it;
2) Program development and program assessment;
3) Effective or model programs, nationwide;
4) Effective strategies and materials to use with students;
5) Identification of sex bias;
6) Available resources and consultants;
7) Preparing local strategies, plans and materials to overcome sex bias;
8) Basic information about the target issues; and
9) Teaching and administrative practices that might be biased and their revision.

b) Establish and disseminate information about a Materials and Resources Center at the state level which will collect, translate and make available on an ongoing basis, instructional materials, supplementary materials, bibliographies, innovations about the target issues to teachers.

c) Establish and operate an information clearinghouse and newsletter to disseminate free, concise and immediately usable information about the target issues, on a regular basis to school administrators.

3) Practices and Procedures

a) Develop and Disseminate guidelines and suggestions concerning:

1) Policy and advisory committee representation;
2) Hiring, salary and promotion practices for all employees;
3) Use of school facilities by both sexes;

4) Staff development for female personnel;
5) Personnel policies (including leave, part-time employment and flexible scheduling);
6) Student and teacher rights;
7) Co-curricular and extracurricular activities;
8) Testing and assessment;
9) Guidance and counseling procedures, materials and resources;
10) Job placement and referral practices;
11) Language in published documents; and
12) Admissions and enrollment data.

b) Establish an applicant resource pool of qualified women for various LEA jobs to assist local personnel directors in securing women for openings;

c) Establish and assist local directors in developing individual sex bias elimination plans. Such plans could be drawn up to include the following information. The plan and its evaluation can be used to assess local progress.

AREA OF NEED	PERFORMANCE OBJECTIVE	STRATEGIES	MATERIALS/ RESOURCES	EVALUATION
1.	a) b)	a) b)	a) b)	a) b)
2.				

Some ideas on evaluation, the fifth element of a comprehensive program, are presented in Section III of this document. The SEA must assume some responsibility in this area since local expertise is sometimes lacking or overburdened by multiple competing demands.

Programmatic Strategies at the Local Level

Survey findings revealed some disappointing information at the programmatic level for LEA's. For example, trends in costs and effectiveness could not be discerned from available information because the information was not available, was not comparable and was divergent by population served and geographic location. It was particularly unfortunate that trends in effectivness could not be derived; however, program review did permit description of the generic components of effective programs. This description is presented in Fig. 2, Characteristics of Effective Programs.

1. Characteristic: Formal statements of program purposes, goals and objectives:

   a) purposes--justified reasons for undertaking the program;
   b) goals -- expected program outcomes and advantages; and
   c) objectives -- measurable expectations of accomplishment specified for both administrative and outcome activities.

2. Characteristic: Fairly narrow thrust in terms of selection of a particular target group such as underemployed women or secondary-level women vocational students in order to concentrate on the particular needs of one group of persons.

3. Characteristic: A conceptual framework or rationale that matches needs of the target population with components in the program and which justifies such procedures based on theory or empirical evidence.

4. Characteristic: A match between strategies employed and the accepted "legitimate" function of the parent institution:

   a) post-secondary level counseling and career awareness appeared particularly successful since such programs fit the legitimate function of two-year schools--that of preparing students for employment and assisting in job placement;
   b) adult women's centers and workshops were particularly successful since both strategies adhered to the legitimate adult practices of providing information to recipients who initiated contact with the program; and
   c) secondary curricular programs appeared successful because such programs adhered to the legitimate function of providing instruction and because these programs usually were unobtrusive.

5. Characteristic: Comprehensive, detailed directions to program implementers about how to use materials or establish and maintain services, thus reducing the importance of administrator and teacher personalities in program success.

6. Characteristic: Careful attention to assessment and evaluation procedures that provide process and product data. More specifically, procedures that provide feedback about on-going practice for planning purposes and quantified outcome data about the end effects of the program on the target population.

7. Characteristic: Cost information in per pupil expenditures for planning and accounting purposes.

Fig. 2. Characteristics of Effective Programs

In this particular survey, information was collected on more than 90 of the surveyed 140 programs, each of which was purported to be concerned with more than basic research and directly related to vocational equity. Information permitted comparisons of populations served and services provided/strategies used. Programs were categorized by primary thrust of services provided/strategies used; when programs employed more than one strategy, the primary one was used. When there was no discernable primary strategy, the programs were not categorized. Results are depicted in Table 1, Services Provided/Strategies Used. As presented in that table, there are very few general program types. Unfortunately, innovation in sex bias prevention programs may still be a year or two away. Survey programs at the secondary level were curricular, counseling or career awareness programs.

The principal concern in this document is information useful to vocational administrators with responsibilities for secondary level programs. While the table presents information about programs listed in sources such as the ERIC System, the Smithsonian Science Information Exchange, and HEW's Focus on Women and should not necessarily be considered representative of efforts nationwide; it does point out several characteristics of such programs. For example, in the past, secondary level programs have not received as much attention as programs for post secondary and adult women. More critically, the survey indicated that there is considerable room for growth and innovation concerning eliminating and preventing sex bias at this level. Toward that end, SSI project staff have developed several model program strategies--each using a different principal thrust--which are intended to assist local directors in program planning. These models were developed using materials and ideas from programs surveyed during this assessment; they are intended to describe the current state-of-the-art. The models include: curriculum, career planning, counseling, and minicourses (workshops).

Table 1

SERVICES PROVIDED/STRATEGIES USED

Services Rendered/ Major Strategy Used \ Target Population	Secondary School	Post-Secondary Women	Women Outside Formal Education System	Professionals in Education
1. Counseling Programs	1	2	6	0
2. Curricular Programs (for females)	5	2	2	2
3. Career Planning and Awareness Programs	6	1	3	1
4. Workshops	0	0	1	3
5. Conferences and Meetings (usually public relations)	0	0	4	5
6. Materials Revision	0	1	1	2
7. Self-Help Information (related to position)	0	0	12	11
8. Research (performed on target population)	8	3	3	1

(Each of the 92 programs categorized by predominate strategy and target population; 6 not classified because of inadequate information)

1. Counseling Programs--Programs, the principal thrust of which focused on providing counseling services--often testing and guidance and usually support--to the target population.
2. Curricular Programs--Programs, the principal thrust of which focused on providing instructional materials on the issues of sex stereotyping and sex bias to the target population.
3. Career Planning/Awareness Programs--Programs, the principal thrust of which was to assist in occupational planning or increase awareness of training options to the target population.
4. Workshops--Projects that focused several days of concentrated, directed instructional activities on the target issues for a particular target population.
5. Conferences/Meetings--Short-term projects that disseminated information and often served primarily a public relations function.
6. Materials Revision--Projects designed to use and/or upgrade present instructional materials to teach the target population about the issues of sex stereotyping and sex bias.
7. Self-Help Information--Projects designed to provide specific, useful information relevant to the position the person occupies such as counselor or underemployed female, that will assist that role occupant in coping more successfully.
8. Research--Projects performed with/on the target population, the major benefit from which is research information rather than specific services for the target population.

PROGRAMMATIC
STRATEGY: Curriculum

1. Description of Thrust: Program focus is systematic instruction using especially prepared materials which address the issues of sex bias and sex stereotyping in vocational education.

2. General Information:

   a) Curriculum is most beneficial when it has the characteristics of: designed for males and females; variety of materials and techniques; mergable into ongoing curriculum; demonstrated effectiveness; teaches variety of skills and information; and is of high interest.
   b) Materials work particularly well when used over an extended period of time and in conjunction with other materials. One grading period is a reasonable period of time.
   c) With the new copyright laws, this is perhaps the least expensive strategy--but materials must be carefully chosen.

PERFORMANCE OBJECTIVES	ACTIVITIES	EVALUATION PROCEDURES	COST AND REQUIREMENTS	RESOURCE ASSISTANCE
1. Within one grading period, as demonstrated through a pre- and post-assessment, student awareness, attitudes, knowledge and opinions will change. 80% students will reflect a 25% gain score . 2. During the period of materials usage, 25% of students will demonstrate a new behavior reflecting less sex bias in opinion, language and/or action.	1. Use the materials as the curriculum. The suggested resources include materials ranging from audio-visuals, simulations, self-instruction materials, values clarification and other activities.	1. Assessment of student awareness, attitudes, content knowledge and opinions using the STUDENT AWARENESS MEASURE (SAM). This is a pre- and post-assessment instrument. 2. Teacher-made observations on changes in student language and behavior.	1. Materials & Supplies - One copy of all materials to copy for educational purposes - Paper and a copier 2. Personnel Requirements - Regular classroom teachers 3. Prerequisite Resources - Classroom space; audio-visual equipment helpful 4. Training Time - One day of teacher time to work through the materials	1. System Sciences, Inc. curricular materials - 3 separate sets 2. Planning Ahead for the World of Work (Ohio State) 3. The Process of Change (Far West Lab) 4. Project HEAR (elementary) (Cogent Assoc.)

PROGRAMMATIC
STRATEGY: Counseling

1. Description of Thrust: Program focus is providing counseling services usually including testing, values clarification and counseling services.

2. General Information:

   a) Such programs have generally been organized as "Women's Center" programs for women clients who seek out these services.
   b) The overall effectiveness of such a program can be improved by introducing community assistance into the program--such as job placement or, at a minimum, employer contact.
   c) This type program can be effective; however, it can be a moderately expensive approach for a limited number of clients.

PERFORMANCE OBJECTIVES	ACTIVITIES	EVALUATION PROCEDURES	COST AND REQUIREMENTS	RESOURCE ASSISTANCE
1. Provide services to females to increase self concept, decisiveness, awareness, confidence, job satisfaction and information about occupations. 80% of the clients will demonstrate improvements in one or more of the above areas as indicated on standardized measure.	1. Assessment of vocational interests, aptitudes and skills. 2. In-depth interviews, decision-making, values clarification exercises and goal setting conferences. 3. Peer and individual sessions directed at improving confidence and self image. 4. Job placement (or employer contact) is arranged, based on assessments.	1. Pre- and post-assessment of clients using standardized measure or interview consensus. 2. Number of clients served...placed...and satisfied/retaining jobs. 3. Student evaluation of services provided.	1. Materials and Supplies - assessment materials - job information - values clarification and counseling materials 2. Personnel Requirements - Vocational Counselor - Job Coordinator 3. Prerequisite Resources - Office space 4. Training Time - Specialized training in counseling and vocational guidance.	1. Women's Resource Center (Bangor ME) 2. Women's Studies (Longview WA) 3. Continuing Education (Florida Junior College, Jacksonville)

PROGRAMMATIC
STRATEGY: Career Awareness and Planning

1. Description of Thrust: The program focus is on increasing occupational planning and awareness of training options to the target population.

2. General Information:

   a) Career awareness programs utilize career planning/counselors as support services for classroom teachers. It is a logical extension of career education with emphasis on correcting societal, occupational sex bias.
   b) Usually projects are ongoing and contact a number of students during the year.
   c) If enrollment is used in evaluation, reasons for enrollment should be included in order to gain an accurate assessment.

PERFORMANCE OBJECTIVES	ACTIVITIES	EVALUATION PROCEDURES	COST AND REQUIREMENTS	RESOURCE ASSISTANCE
1. Increase student interest and awareness of available careers and training. After 1 yr., 80% of contacted students will demonstrate increased awareness of occupations and training as demonstrated through interviews, enrollments or pre-post-assessment.	1. Develop a Career Center 2. Explore occupations through literature, film, field trips, bulletin boards and job descriptions in instructional materials. 3. Initiate community contact for presentations and field trips.	1. Student awareness measure, usually in a pre-test and post-test format. 2. Student interests, enrollments and the reasons for enrollments.	1. Materials and Supplies - Teacher copy of materials - Community contacts 2. Personnel Requirements - Vocational coordinator - Classroom teacher 3. Prerequisite resources - Negligible 4. Training Time - In-service or pre-service training for coordinator and teacher	1. Careers for Peers (Wider Opportunities for Women) 2. Career Exploration (U. of Kansas) 3. Project EVE (Houston Community College) 4. Project Equality (elementary) (Highline Schools, Seattle)

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PROGRAMMATIC
STRATEGY: Minicourses (Workshops and Conferences)

1. Description of Thrust: Program focus is systematic presentation of selected information in short, interest-related minicourses.

2. General Information:

   a. Program strategies such as workshops, conferences and self-help information guides were not being used with secondary-level students even though such an approach could be effective, thrifty and conducted with minimum disruption.
   b. This approach would benefit from addition of selected "activities" such as bulletin boards, special assemblies and so forth, which reinforce the thrust of the program.

PERFORMANCE OBJECTIVES	ACTIVITIES	EVALUATION PROCEDURES	COST AND REQUIREMENTS	RESOURCE ASSISTANCE
1. Develop student awareness, knowledge and investigative skills relative to the issues of sex bias and sex stereotyping.	1. Presentation of information on bias in school. 2. Investigation of bias in school. 3. Survey of bias in community. 4. Bias in textbooks analysis. 5. How bias affects men and women. 6. The law. 7. Language.	1. Paper and pencil tests. 2. "Intentional" instances of bias within school setting to see if students notice them and call them to attention/change them.	1. Materials and Supplies - copies of workshops - paper and duplicator - materials such as films, magazines, etc. 2. Personnel Requirements - Instructor with planning time, one free period per day, and an interest in topic 3. Prerequisite Resources - 6 weeks to construct workshops - skill in materials production - audio-visual equipment 4. Training Time - week for facilitator	Adult workshop materials can be adapted: 1. Handbook for Workshops on Sex Equality in Education (APGA) 2. Project Awareness (Washington Department of Education)

Listing of Exercises and Activities

Project data included information about the receptivity of vocational education administrators in North Carolina to alternative exercises and activities for eliminating and preventing sex bias and sex stereotyping. Local sex bias elimination plans, voluntarily prepared by one-third of North Carolina's system-level vocational planners/administrators were examined in order to tabulate activities and identify trends. Table 2, Local Activities to Eliminate Sex Bias, presents the results of this tabulation.

Most of the suggested activities were directed at student populations and involved aspects of high school programs. Activities for teachers, counselors and administrators included provision of current pertinent information and in-service staff development directed at the target issues.

SSI project staff compiled a master list of suggested activities included in information from the North Carolina programs surveyed during the course of the study. These exercises and activities differ from the lists compiled for state assistance to LEA's and from the lists compiled for LEA program development in that they are a more detailed and isolated listing of activities; use of one or more of these activities by itself does not constitute a program to eliminate or prevent sex bias in vocational education.

Table 2

LOCAL ACTIVITIES TO ELIMINATE SEX BIAS

Target Group	Strategy	Frequency
Student		
1.	Revise course descriptions	27
2.	Use school bulletin boards and newspapers for notices and requests	26
3.	Encourage youth organizations to recruit both sexes equally	18
4.	Encourage discussion of sex bias in at least one meeting of all clubs	11
5.	Use new sex bias-free materials; look for bias in old materials	10
6.	Utilize speakers who hold non-traditional occupations	10
7.	Student poll of sex bias awareness and attitudes	8
8.	All students tour vocational education facilities	6
9.	All students tour local businesses	6
10.	Replace courses directed toward one sex	6
11.	Eliminate sexist language and/or practices from club ceremonies	6
12.	Show films on sex discrimination and its relationship to jobs	2
13.	Hold seminars on sex bias	1
14.	Hold junior high seminars on sex bias	1
15.	Develop women's study course	1
16.	Describe dress code	1
17.	Use media-related "success" stories in non-traditional occupations	1
18.	Test all students (interest and ability tests)	1
Counselor		
1.	In-service programs and materials to update information base of counselor	13
2.	Increase counselor visits to encourage equal opportunity for all	6
3.	Provide Title IX information	5
Teacher		
1.	Provide Title IX information	18
2.	Distribute and discuss materials from State Department of Public Instruction at faculty meeting	17
3.	In-service programs for information, strategies and materials	12
4.	Conduct attitude/awareness measure of teachers	2
5.	Develop teacher materials on equal opportunity for all	1
6.	Visit classes of potential students	1
7.	In-service for teachers who teach traditionally sex-biased classes	1
Administration		
1.	Establish Advisory Committee or Task Force to study problem	14
2.	Provide staff copies of Title IX	8
3.	Evaluate teachers' effectiveness	6
4.	Hold in-service workshops for administrators	5
5.	Present "open door policy" to entire staff until sold	3
6.	Utilize local ERA and/or Office of Civil Rights person	2
7.	Utilize other community resources	2
8.	Recruit non-traditional teachers	1
9.	Check yearly enrollment data and note changes	1
10.	Redesign/adapt facilities for both sexes	1
11.	Enlist media assistance for information and coverage	1

III. EVALUATION SUGGESTIONS

The primary program development needs revealed during the study included need for assistance in designing program evaluations. While it is well beyond the scope of the current research-development project to develop such assistance, several suggestions are offered.

Data analysis revealed that either few current programs have systematic evaluation precedures that quantify effectiveness or that the relative newness of current programs has not yet permitted programs to be evaluated. The exception to this generalization were programs designed for post-secondary women. These programs did include systematic evaluation activities, often utilizing pre- and post-assessment activities.

The pretest - posttest design is recommended by project staff. Among the specific difficulties which administrators enumerated while discussing evaluation, the major difficulty was one of establishing a standardized data collection system at some level. The pretest - posttest design facilitates establishing such a system because it (a) creates basline data from which gain scores can be derived; (b) requires construction of corresponding instruments that will measure the same attribute before initiation of the program; (c) controls for internal validity factors of test effect, history, maturation, instrumentation, regression and selection; (d) focuses on local situations rather than correspondence to some national norm; and (e) is adaptable to many kinds of program objectives.

In addition to design difficulties, program review and administrator interviews revealed that construction of measurable objectives created program development difficulties. While reviewing collected materials, several items related to effective objectives were discernable.

1. Programs with clear-cut evaluation schemes and quantified results often included and differentiated between formal statements of program purposes, goals and objectives:
   a) purposes--justified reasons for undertaking the program;
   b) goals--expected program outcomes and advantages; and
   c) objectives--measurable expectations of accomplishment specified for both administrative and outcome activities.

2. Programs were designed around, and objectives stated in terms of, a narrow target population. Further, objectives often were specific enough to concentrate on just an aspect related to that narrow target population.

3. Measurable objectives, usually stated as performance objectives, often contained the following specifications:
   a) who--which members of what groups are expected to perform. This included not only the target population, but members of the administrative staff and other groups as well;
   b) where--in what time, in what order or in conjunction with which other events must the objective be performed;
   c) when--by what time, in what order or in conjunction with which other events must the objective be performed;
   d) how well--to what level of acceptance must the performance be accomplished.

4. Several programs included objectives in series such that they served as a PERT chart for the project.

5. Several programs included multiple level objectives. That is, these programs included not only objectives for the target population, but also objectives related to program administration, often broken into task steps and related to program development and implementation. While the objectives for the target population provided the materials for summative evaluation, the administrative objectives provided materials for on-going formative evaluation.

The third major evaluation concern noted was difficulty getting an evaluation system underway. Sometimes the question was one of identifying exactly what could be assessed while at other times the difficulty was in instrument construction. Among the items assessed, project staff noted programs using:

1. Student awareness, attitudes, knowledge (context), opinion, interests and actions;
2. Administrator awareness;
3. Instructor awareness, attitudes, knowledge (context), opinion, skills, materials and materials usage, and
4. Administrative practices, materials and procedures.

Any of these items could be a focus for a local program designed to eliminate and prevent sex bias and sex stereotyping in vocational education. SSI staff recommends use of the Title IX self-study as a logical means of identifying a focus and developing a local instrument.

Instrument construction follows identification of focus. SSI project staff offers the following checklist taken from the Pennsylvania Department of Education document, Self-Study Guide to Sexism in Schools.

Activities:

1. Conduct a study of your school to identify instances of sex bias, sex stereotyping and sex discrimination. Use the following check lists as a guide.

I. Staffing

A. General

1. Percentage of the teaching staff which are female _____
2. Percent of the administrative staff which are female _____
3. Percentage of permanent staff positions filled by females _____
4. Percent temporary staff positions filled by females _____
5. Percent of department head and supervisory positions filled by females _____

B. Hiring Practices

1. Are the same search, recruitment and interview techniques used with females and males?_____
2. Are special sources and contacts consulted for the purposes of rrecruiting qualified females? _____
3. Are women and men with comparable experience, education, and training hired at comparable levels and at equal salaries? _____
4. Are decisions involving the hiring of females based on stereotypic assumptions about female workers such as family responsibilities, willingness to relocate and husband's occupation?
5. Do contracts include provisions for childbearing leave without penalities such as reduction in level of pay or position? _____
6. Are fringe benefits the same for all employees?

C. Work Assignment

1. Are females and males clustered in certain subject areas, job levels/classification, departments or divisions? _____
2. Do job categories with the same job descriptions, level of responsibility, etc. have the same title and pay? _____

D. Promotion

1. Are females encouraged to gain the education necessary in order to receive promotions?
2. Are promotion policies distributed to and applied to both sexes? _____
3. Are evaluations and awarding of merit based on job performance rather than sex? _____
4. Are females promoted as frequently as men at all levels? _____
5. Are raises accompanying promotions awarded equally to females and males? _____

E. Retirement

1. Are retirement policies for women and men equal, equally interpreted and applied? _____

F. Tenure

1. Are there approximately equal numbers of tenured female and male faculty and staff? _____
2. Are the same tenure policies applied to females and males? _____

II. Instruction

A. Curriculum

1. Are students excluded from some courses because of sex? _____
2. Do course titles include the generic male pronoun? _____
3. Do courses, where appropriate, include information about women? _____
4. Are sex bias, sex stereotyping and sex discrimination discussed in appropriate courses?
5. Are decisions about curriculum matters made in a non-sexist fashion? _____
6. Are course descriptions written in a non-sexist fashion? _____

B. Instructional Materials

1. Are decisions about instructional materials made with the elimination of sex bias in mind? _____
2. Are instructional materials presently in use sex biased? _____

3. Is there a procedure for modifying or getting rid of sexist materials currently in use? _____

C. Textbooks, films, slides:

1. General

a. Are specific traits, jobs, abilities, aspirations associated mainly with one sex? _____

b. Are most females characterized as weak, passive, fearful, irrational, dependent, dainty, pretty or non-aggresive? _____

c. Are most males characterized as active, independent, brave, curious, intelligent, achieving, practical, rational, or assertive?

d. Is there little attention devoted to women's accomplishments in a wide variety of fields? _____

2. English/literature books

a. Are women and girls pictured as often as men and boys? _____

b. Are females solving their own problems? _____

c. Are females' roles as varied as men's roles? _____

d. Are females' accomplishments rather than their physical appearance and clothes emphasized? _____

e. Are derogatory and insulting terms omitted (such as old maid, sissy, tomboy)? _____

f. Are biographies of women included? _____

g. Are selections by and about women included? _____

h. Are the roles and attitudes toward women discussed in the context of the era under study? _____

i. Are sexist language and vocabulary omitted? _____

j. Where both masculine and feminine pronouns are used, is the sequence alternated such that she/he and he/she occur with at least equal frequency rather than having the masculine pronoun always appear first? _____

3. History

a. Are the roles of women and men given equal treatment and regarded as equally important? _____

b. Are women shown in a variety of roles? _____

c. Are women presented in non-stereotyped roles? _____

d. Is the women's movement treated as a serious and contiuing social movement rather than a frivilous whim that ended with the right to vote? _____

e. Are terms, language and phrases avoided that ignore or fail to mention women's roles in the founding of our country? _____

f. Is sexist language such as the generic mankind, men, etc. used? _____

4. Sociology and Psychology

a. Are femininity and masculinity described as a product of social conditioning rather than heredity? _____

b. Are neo-freudian theories and those of female psychiatrists included? _____

c. Do marriage and family living courses include discussions and information on alternative life styles such as single living? _____

d. Do courses on human growth and development discuss individual growth and self-actualization rather than conformity to a statistical norm? _____

e. Are social problems discussed as problems of society rather than ones caused by women or changing women's roles? _____

f. Are changing female/male roles discussed positively in the context of a changing society? _____

5. Economics

a. Is information on women in the labor market included? _____

b. Is sex discrimination discussed? _____

c. Is the position of women under different economic systems discussed? _____

d. Is sex stereotyping and sexist language avoided? _____

6. Political Science

a. Is the legal status of women discussed? _____

b. Is the underrepresentation of women in government discussed?

c. Are top government positions involving authority, responsibility policy-making discussed as appropriate for women as well as men? _____

7. Mathematics

a. Are females and males discussed and depicted in nonstereotyped roles? _____

b. Are implications that women are incompetent in math avoided? _____

8. Home Economics/Industrial Arts

   a. Are activities included discussed as appropriate for females and males? _____

   b. Are careers and jobs mentioned as appropriate for females and males? _____

9. Fine Arts

   a. Are the achievements of women discussed with equal detail and seriousness as the achievements of men? _____

   b. Are sex biased language, references and descriptions omitted? _____

   c. Do discussions of artistic ability avoid implications that such ability is genetically associated with maleness or femaleness? _____

   d. Do art history texts regard domestic crafts as important contributions? _____

10. Sex Education

   a. Do discussions of marital life emphasize the importance of wife/husband equality? _____

   b. Are the social and political ramifications of the double standard discussed? _____

   c. Are child care, reproduction and birth control regarded as the equal responsibility of females and males? _____

   d. Is the definition of sexuality a non-stereotyped one? _____

11. Science

   a. Are the discoveries and achievements of women discussed with equal seriousness as those of men? _____

   b. Are the language, problems and examples non-stereotyped? _____

III. Guidance and Counseling

   A. Counseling Methods

      1. Are students encouraged to make career decisions on the basis of their interests and abilities rather than their sex? _____

      2. Are students discouraged from taking classes because of their sex? _____

3. Are non-traditional career alternatives pointed out to students? _____

4. Are work-study assignemnts made in a non-sexist fashion (both in terms of the students involved and the types of work assigned)? _____

5. Is counseling emphasis on individual interests and abilities rather than femininity and masculinity? _____

6. Are pregnant students encouraged to remain in school? _____

7. Is the knowledge of various post-secondary educational alternatives made available to all students on a non-sexist basis? _____

8. Is academic, personal and career counseling available for all students? _____

9. Does career counseling for women reflect expanding roles and career opportunities? _____

B. Counseling Materials

1. Are career materials free of sex bias?

2. Do counselors rewrite or adjust sexist material so that stereotypes are removed? _____

3. Do vocational interest tests have the same scoring forms and interpretation guides? _____

4. Do all standardized tests have a complete description of the norm group? _____

5. Are test items free of sex stereotypes? _____

IV. Sports, physical education and extracurricular activities:

A. Sports

1. Are sports available for all students? _____

2. If sports are sex-segretated, are sports available for both sexes which are in line with their interests and abilities? _____

3. Is the funding for sports activities equitable for both sexes? _____

4. Are both females and males given the opportunity to engage in inter-school competition with equal frequency? _____

5. Are the amount and state of repair of equipment comparable for both sexes? _____

6. Are the coaches for female and male teams comparable in skill, training, and salary? _____

7. Are females allowed equal access to gymnasiums and/or other practice facilities? _____

8. Has an effort/are efforts being made to increase community support and enthusiasm for female sporting events? _____

B. Physical Education

1. Is there an equal emphasis placed on physical education for females and males? _____

2. Are female and male physical education classes combined? _____

3. Are non-sexist grading methods used? _____

4. Is the same method of instruction used for females and males? _____

C. Extracurricular Activities

1. Are adult club advisors aware of sexism and methods of counteracting it? _____

2. Are extracurricular activities available to all students? _____

3. Do extracurricular activities receive equitable funding? _____

4. Are leadership activities available to both sexes? _____

5. Are memberships limited to one sex? _____

V. School Policies and Practices

A. Teachers and Administrators

1. Do teachers and administrators show a willingness to change based on their past performance?

2. Are there regular evaluations of the school's programs? _____

3. Do all groups participate in the school's evaluation? _____

4. Are faculty committee meetings chaired by men with women as secretaries? _____

5. Are there separate lounges for women and men? _____

6. Does the principal spend most of his/her time talking with members of the same sex? _____

7. Have workshops about sexism, sex stereotyping and sex discrimination been held? _____

8. Do males hold most of the leadership positions? _____

B. Students

1. Is the student government representative of female and male students? _____
2. Is there a local grievance precedure for students who feel they have been discriminated against? _____
3. Is the student newspaper advisor aware of sexism and how to counteract it? _____
4. Are a different set of manners and behaviors expected of female and male students? _____

2. In areas where you discovered instances of sex bias, take appropriate steps to eliminate it.

IV. CONCEPT PAPERS

The most critical program implementation information needs for administrators, as identified during the Administrator Assessment of Need were (a) information detailing the issues of sex bias and sex stereotyping as they relate to education, the law and the responsibilities of educators and (b) information about programs designed to overcome and eliminate sex bias in vocationally related education. The following several concept papers are presented as brief synopses of several critical topics regarding sex stereotyping and sex bias. Section II presented information about programs designed to overcome and eliminate sex bias in vocationally related education.

The concept papers are brief self-instructional articles. The topics included are: (a) Stereotypes, Discrimination and Sexism: An Introduction; (b) Sex Stereotyping in the Schools; (c) Sex Stereotyping, Sex Bias and Sex Discrimination in the Work Force; and (d) Sex Discrimination and the Law.

STEREOTYPES, DISCRIMINATION AND SEXISM: AN INTRODUCTION

Definitions and Concepts

Before discussing discrimination and its effects, solve this riddle:

> A man and his son are in a bad auto accident. The father is killed and the son is rushed to a nearby hospital and prepared for emergency surgery. The surgeon in charge examines the boy and exclaims in horror, "I can't operate on this boy; he's my son!"

How is it possible for the boy to be both the son of the dead man and the son of the doctor? What was your answer? The most common solution is that the boy is the adopted son of the male doctor or the adopted son of the dead man. Another solution could be that the doctor is a woman and therefore is the mother of the boy. If you thought of this second explanation, then you may be one of the few people who do not have fixed ideas about the kinds of work women do as opposed to the kinds of work men do. If you did think of the doctor as a man, it would not be unusual. Most people in this country do not automatically think of a doctor as a woman. It would, however, benefit us all to examine the effect that this type of thinking has on people on their ability to make free choices in matters that affect their lives.

Stereotypes

The issue is stereotypes. Stereotypes are our beliefs or judgments about what we think people within a certain category are like. Categories of people are created by placing persons into groups according to some characteristic they have in common. The characteristic upon which the category is based may be a readily observable characteristic such as race, hair color, height, age, beauty, or sex, or it may be a less observable characteristic such as religion, accent, musical talent, or occupation. Examples of categories of people include:

- o People who own cars
- o People with blue eyes
- o People of a certain age
- o People who believe in a particular faith
- o People with the same skin color
- o People who play basketball

Stereotypes are our beliefs or judgments about the behaviors, abilities or traits of people in certain categories. They reflect what we think people in particular categories are like. A stereotype leads us to believe that in regard to particular behaviors, abilities or traits all the people in the category are identical. Stereotypes are more often than not based on mistaken or irrelevant considerations. Thus, such characteristics as skin color, hair color, religious belif, sex, age or national origin are mistakenly used to indicate qualities of that category of people.

Stereotypes are related to behavior in several important ways. First, stereotypes influence our behaviors and, in particular, our actions toward other people. They tell us what behaviors, abilities or traits to expect from people of the stereotyped category. Several examples of how stereotypes we hold may influence our behavior are provided below.

- If we believe the stereotype that "female students have pretty hand writing," then we may ask only females to make posters and take minutes at meetings.
- If we believe the stereotype that "people who wear glasses are bookworms and non-athletic," then we may not pick them to be on our team.

Second, many people believe the stereotypes they hear about themselves and thus behave the way they are expected to behave. The following example illustrates this point:

Mrs. Elliot decided to teach her third grade class about stereotypes. On the first day, she told the class: "All children with blue eyes are smarter than brown-eyed children." This judgment is obviously a stereotype. She gave the blue-eyed children seats at the front of the class, five minutes extra recess, the opportunity to go first in all activities and other privileges and attention. What had previously been a happy, considerate group became a very rude and inconsiderate group of blue-eyed children. The brown-eyed children were called names and looked down upon by the blue-eyed children. Some of the brown-eyed children cried and refused to participate in class activities. Even more significant was the difference in their academic performance. The brown-eyed group took much longer to complete their classroom assignments correctly than the blue-eyed group who finished much faster than usual. When Mrs. Elliot asked why, one brown-eyed child said, "Because we're not very smart. Brown-eyed people are not very smart."

The next day Mrs. Elliot reversed the situation and told the class that she had made a mistake. The brown-eyed children were really smarter. Again, the same kinds of behavior changes occurred with the brown-eyed children as occurred with the blue-eyed children the day before. The blue-eyed children took longer to finish their class assignments correctly whereas the brown-eyed children finished in record time. The brown-eyed children became rude and the blue-eyed children became sullen.

Later, Mrs. Elliot told the class that brown-eyed and blue-eyed people were equal and no one was any better than anyone else. The entire class was overjoyed and the students became much more considerate and happy with each other because they were happier with themselves. For two days Mrs. Elliot's students were unhappy but they learned a valuable lesson about the harmful effects of stereotypes.

Discrimination

In Mrs. Elliot's experiment she not only told her students the stereotype, "All children with blue eyes are smarter than brown-eyed children," but also treated the two eye-color groups differently. On the first day she gave the blue-eyed children special seats, longer recesses, and extra privileges and attention.

Discrimination is treating people differently because they belong to a category of people about which we have a stereotype. Placing people in categories because of characteristics which they have in common is NOT discrimination. We all notice that people have different characteristics. Further, discrimination does NOT necessarily occur if we hold a stereotype about a category of people. Discrimination occurs when we observe a characteristic in people and then treat them differently because we hold a stereotype about the behaviors, abilities or traits of people having this characteristic. Usually, discrimination restricts or denies the rights, privileges and choices of those people who are targets of discrimination.

Minority Groups

A minority group is generally thought to be one in which the membership totals less than one-half of the population. A group may also qualify as a minority group regardless of the number of people in it if its members are denied rights, privileges and choices because of some stereotype others hold about them. Even though women constitute 52% of the population, they are treated like a minority group with fewer rights and privileges than men.

Sexism and Sex Bias

When stereotypes are applied to people because of their sex, it is called sexism. If that application is based on an assumption of superiority or inferiority, sex bias has occured. Sex bias and discrimination has its roots in early childhood training at home and is perpetuated by the schools. Very early, children learn different expectations for females and males. Females were expected to be passive, dependent, nonaggressive, noncompetitive,

compromising and supportive. Males are expected to be active, aggressive, independent, strong, forceful, brave, competitive, and unemotional. The unfortunate aspect of these two different sets of expectations is that our society values male traits and devalues female traits. For example, investigators have found that when individuals were asked to list traits that they considered emotionally healthy for males, for females- and for adults in general, the traits listed for the emotionally healthy male and the emotionally healthy adult tended to be the same.[2]

In school, the stereotypes about appropriate male and female behaviors become more rigid. Statements like these can often be heard in the kindergarten and elementary school classroom:

"Stop crying, Henry. Boys don't cry just because they fall down."
"Laura plays as well as a boy.". . "See how quietly Cindy works?"

Society has traditionally stereotyped women as inferior to men in intellegence and ability to perform on the job but superior to men in housekeeping, cooking, child care and other activities related to the home. Today we see that these stereotypes are simply not true. Unfortunately, many women and men continue to believe the stereotypes about women's intelligence and job performance.. Women sometimes do perform below their capabilities because they have been led to believe that low-paying, low status jobs are the only ones in which they are capable of performing well. Also, men who believe these stereotypes may fail to develop their domestic talents either for fear of competing with women in an area where women are "believed" to be superior or out of a fear of appearing unmasculine.

Studies conducted recently produced data which demonstrate the effect that stereotypes have on women's feelings about their own worth and the worth of other women. When women in these studies were asked to read and then rate scientific writings of men and women, women tended to rate the writings of men higher than the materials written by women. (The writings by both men and women were judged by independent experts as comparable.[3])

Stereotypes about women and men workers not only cause many individuals to devalue their worth in society but affect their employment opportunities

and pay levels. Some stereotypes which lead to different employment and salaries available to women and men are:

- o Women who work do so only to supplement the family income.
- o Most women do not need to work.
- o Most women will never work anyway.
- o Men who are not aggressive do not perform well on the job.
- o Men are naturally suited for leadership positions.
- o Men and women are motivated by distinctly different rewards.

These stereotypes are untrue. For example, three out of four working women work because of economic need. In other words, they have to work to either provide for themselves and their families or to help their husbands provide the necessities for the family. Additionally, data suggest that nine out of ten working women will spend 25 years or more working.[4]

Many employers often make incorrect stereotypic assumptions about prospective employees and aggressiveness. First, they assume that men are aggressive whereas women are not. This assumption is, of course, untrue since there are many aggressive women in the work force alongside many non-aggressive men.

The second stereotype about women and men workers that some employers assume to be true is that aggressiveness in an employee is always a valuable trait, and can be used as a valid measure of a person's intelligence. Can you think of some obvious errors in these assumptions?

There are clearly many situations in most jobs where aggressiveness is not only irrelevant but is often detrimental to satisfactory performance. Have you yourself or someone you know ever left a store because the salespeople were too aggressive? Rather than aggressiveness being a measure of intelligence, it is more likely that the intelligent person is one who recognizes those situations in which it is appropriate to be aggressive.

Another stereotype that sometimes results in men being inappropriately placed in an unsatisfying, stressful job is that men, by virtue of the fact that they are men, are naturally suited for leadership positions. Men who believe this stereotype find themselves aspiring to leadership

positions only to find when they get there that there are pressures and conflicts associated with the job that make their lives miserable. There are well documented studies which have indicated a likely relationship between job tension and ulcers, depression, high blood pressure and alcoholism.[5,6]

Finally, the stereotype that men and women are motivated by different rewards on the job is an incorrect assumption. Both women and men like to be told when they have done a good job and also like to feel that they are being paid fairly for the work that they do. There are, of course, individual differences in what makes people happy and satisfied with their jobs; yet to assume that these are automatically different for males and females ignores workers' needs as individuals and creates an environment where sex discrimination on the job can easily occur.

Attempts are being made at the federal level to make discrimination illegal. The Equal Rights Amendment, which has been passed by both the House and Senate but as yet has not been ratified by a 3/4 majority of the states, would be an important step toward making sex discrimination illegal. Other efforts at the federal level, while making some pregress, have been very slow. The representation of women at the federal level is slim--fewer than 1% of all federal policy-making positions are held by women.[7] Without women as well as men in Congress and other policy-making positions who understand the impact of sex discrimination, human rights legislation is apt to continue to be slow.

A final point to consider is that discrimination based on stereotypes is difficult to stop. Stereotypes are strongly held beliefs and attitudes about behaviors, abilities or traits of prople with certain characteristics that cause emotional reactions to the people who are stereotyped. They are very difficult, although certainly not impossible to change.

Surprisingly, a recent study revealed that the stereotypes held by high school students are more fixed or stronger than the stereotypes held by adults. Can you think of possible reasons why from your personal experiences? Perhaps high school students have not had enough experience with the world to know that the stereotypes passed on to them by their parents and others are not necessarily true.[8]

If we can accept the results and conclusions of this study as correct, the guidelines for getting rid of stereotypes and discrimination are clear. It seems that the more contact and experiences that people can have with a large variety of people, the sooner they will learn that stereotypes do not hold true. People are unique and should be judged on their own merits rather than because of certain characteristics they may have. The result should be better human relations and a better world because of the greater availability of all rights, privileges and choices to all people no matter what characteristics they have.

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SELF CHECK: Answer the following questions before continuing with the next unit.

1. When an individual treats someone differently because of some stereotyped ideas he/she has about that person, this is called _____.

2. Usually discrimination _____ or _____ the rights, privileges and choices of those people who are discriminated against.

3. A minority group refers to people (circle the correct answer):

   a) who are discriminated against

   b) who discriminate against others

   c) with non-stereotyped characteristics

4. Applying stereotypes to people because of their sex is called_____.

5. Women are referred to as a _____ group even though they make up 52% of the population. (Circle one answer)

   (a) biased (b) majority (c) minority (d) privileged

6. In one group of studies, when women were asked to read and rate comparable writings by men and women, they rated the (men's, women's) higher. (Circle one answer)

7. Of the following groups, which one has been found to hold the strongest stereotypes about minority groups? (Circle one answer)

   (a) adult females (b) adult males (c) high school students
   (d) all adults over 30 years of age

8. In a recent study, individuals were asked to list what they considered traits of the emotionally healthy male, the emotionally healthy female, and the emotionally healthy adult. The researchers found that the traits listed for the emotionally healthy _____ and _____ tended to be the same. (Circle one answer)

   (a) male, adult (b) male, female (c) female, adult

Answers: 1. discrimination; 2. restricts; denies; 3. a; 4. sexism, sex discrimination or sex bias; 5. c; 6. men's; 7. c; 8. a

SEX STEREOTYPING IN THE SCHOOLS

Females and males are treated differently in our society and consequently have different experiences and expectations. From birth, dintinct differences emerge in the manner in which parents respond to their female and male children. If the newborn is a male, speculations about his career are often heard, such as, "He'll probably be a doctor," or "With that build, he'll probably be a football player." If the newborn is a female, it is likely that very few speculations about her career will occur. It is assumed that she will marry and devote herself to household responsibilities for the rest of her life. As she matures, these expectations are communicated more directly through conversations with parents about "who you'll marry when you grow up" rather than "what you'll be when you grow up."

After the first few months of life, toys for females and males switch from neuter baby toys, such as rattles and stuffed animals, to sex stereotyped ones--bulldozers, trucks, trains and footballs for boys, dolls, tea sets, and miniature ironing boards and kitchen utensils for girls. The message is very clear--females are to stay at home and take care of the house while males go out and do active, adventuresome things. Results of studies have indicated that by age five, expectations have been transmitted clearly to females and males in the form of sex role stereotypes. Further, by this age, both females and males judge the work of males to be more important than the work of females. Even before children enter school they not only have definite ideas about the roles and expectations for females and males but they also are aware of the relative importance society assigns to each.

As a routine part of childhood training, parents reward boys for being active, aggressive and independent, whereas girls are rewarded for being passive, dainty and obedient. Once children begin attending school, the situation changes only slightly. In the classroom, both boys and girls are expected to be quiet and obedient. Girls do not have much

trouble adjusting to this situation, since their home training is so similar. The situation for males, however, is quite different. In several studies investigators have found that boys are criticized, punished and disciplined more than girls. Some investigators suggest that teachers, through the use of such disciplinary tactics are "feminizing" males. That is, they are expected to be passive, obedient and quiet, an expectation that is a contradiction of their early childhood training and the image of males in the textbooks as active, adventuresome and energetic. The effect of such teacher expectations is the stifling of the creativity and independence of males, as well as females, a topic which will be discussed in greater detail in a later section of this unit.

School Staff

In addition to training from parents, teachers, and textbooks, children also learn roles and behaviors from institutions within their environment. What do you think it is that children conclude about the roles of males and females when they notice that all or most elementary and middle school teachers are female and that most of the people who control the school, such as the principal and other school administrators, are male? Based on the observations of adults in the school system, children likely draw definite conclusions about the types of work females and males do--males direct and supervise the work of females.

This situation, as observed by many children, is depicted in Sexism in School and Society as follows:

> Joanne is in the sixth grade at Barnes Elementary School. She has gone there all her life, and all her teachers have been women. Joanne has seen that sometimes students get fresh and hard to handle, and then the teacher sends these students to the principal's office. She has also noted that whenever the teacher doesn't know the answer to a question about school rules and regulations, the teacher says that she will find out the answer from the principal. All Joanne's teachers have taken their orders from the principal and have gone to him when they have needed help. And the principal is a man. Joanne wonders if, in every profession, women always get directions from men.[2]

The situation is very similar at the high school level. Most teachers are female while most principals, superintendents and other administrators are male. The stereotyped ideas of men's and women's work is further reinforced in student minds through observations of staff positions in vocational and occupational programs. Although about 48% of the enrollment in vocational and occupational programs at the high school level is female, most vocational and occupational administrators are male.[3]

Teacher assignment to courses is also quite traditional. Males teach in the traditionally male-dominated occupational areas such as agriculture, technical fields and trade and industry while females teach in the female-dominated areas such as health occupations, home economics and office occupations. There are few teachers in non-traditional areas to serve as examples to students that females and males in non-traditional areas are acceptable, competent, successful and satisfied with their work. This, plus the continued sex-stereotyped enrollment in vocational courses offers students a one-sided view of the employment options available to them after graduation.

Sex Bias in School Literature

Textbooks which students are required to read convey much more than just factual information. They also convey attitudes and values regarding what is right, acceptable and good. Textbooks are considered by most students and teachers to be authoritative and unquestionably correct even though they may contain inaccurate interpretations and impressions. For this reason, it is important to critically examine what they are conveying to readers over and above basic factual content.

A 1974 survey of elementary school textbooks by Weitzman and Rizzo demonstrated that students are learning much more in school beside the 3 R's.[4] They are also learning about the position, status and work roles expected of males, females, whites and minorities in our society. Since females comprise over one-half of the population, it might logically be expected that females and males would be pictured in textbooks somewhat proportionately.

Weitzman and Rizzo found that this was not the case in any of the five subject area textbooks surveyed. Females were featured only 31% of the time while males were featured 69%. As grade level increased, the percentage of females pictured decreased from 32% in the second grade to 20% in the sixth grade.

A similar underrepresentation of minorities was observed. Of the illustrations surveyed, 8% were black, 4% were American Indian, 2% were Asian and 1% was Latin, while whites were pictured in 81% of the illustrations. As was true for females, researchers found that the percentage of minorities pictured decreased as grade level increased. Minority women seem to be the least represented in textbooks, since in this survey there were only half as many minority females as minority males.

Authors Weitzman and Rizzo also found striking differences in the activities in which males and females were depicted. Males were more often pictured outdoors while almost all illustrations of females were indoors. Males were shown being active, doing adventuresome things and being skillful and competent. In contrast, females were shown inside performing household duties and grooming themselves.

Occupational scripts for females and males also are conveyed in current school textbooks. Weitzman and Rizzo found males pictured in over 150 different occupations whereas females were largely shown as housewives. Ironically, the portrayal of housewives was inaccurate. They were shown in peaceful, happy, conflict-free situations calmly managing the household affairs of husband and children. The reality of the struggle housewives endure in performing a multitude of roles is not conveyed in current textbooks nor is the value of the extra-home activities that many women often engage in (volunteer work, civic duties, club and other organizational memberships).

Textbooks' occupational stereotyping of males and females begins early. In the books, "I'm Glad I'm a Boy" and "I'm Glad I'm a Girl" by Darrow, males and females are shown matter-of-factly in stereotyped behaviors

and occupations. The following are excerpts from these books.[5]

Boys have trucks	Girls have dolls
Boys are strong	Girls are graceful
Boys are doctors	Girls are nurses
Boys are policemen	Girls are metermaids
Boys are football players	Girls are cheerleaders
Boys are pilots	Girls are stewardesses
Boys are presidents	Girls are first ladies
Boys fix things	Girls need things fixed
Boys invent things	Girls use what boys invent

The description of society presented in textbooks is extremely one-sided, unrealistic and blatantly unrepresentative of various groups and lifestyles as they presently exist. What kinds of conclusions do you think children draw about the kind of society we live in based on textbook representations? The textbook society is overwhelmingly male. Males are active, intelligent, productive and are employed in interesting occupations. They are married to women whose interests and activities are confined to the home and child care. When they are not in the kitchen or taking care of their happy families, they are primping or trying on clothes, or watching males do interesting things. Families are white, middle-class, two-parent, and conflict-free. Does this describe your family or the majority of families you know?

Textbooks rarely depict fathers taking care of children, families having only one parent, children spending days in day care centers, and families other than the white, middle-class families. Those children who do not have family lifestyles which conform to that portrayed in their reading material may get the false impression that their lives and families are unacceptable or abnormal.

These textbook images of how life is and "should be" fail to show children the many options available to them in life. When students fail to read about the place of women and minorities in history because textbooks omit such information, they learn incorrectly that white males were the only people who were instrumental in building our country and our world. When students read math and science books and find the few references to females insulting ("dumb girl," can't count, needs help from

a male to do her experiment, etc.), they learn quickly that males are the ones who excel in these areas and that the female who does is extremely rare. Is it any wonder that although females are, on the average, ahead of males in math in elementary school, they fall conspicuously behind in junior high and high school? It is quite likely that males and females learn to behave the way they are expected to behave rather than the way they are capable of behaving or would like to behave.

Another problem with textbooks is the use of such words as he, his, mankind, and men in reference to both males and females. It is often argued that the use of the masculine pronoun in reference to all people causes students to visualize only males rather than both females and males. To test this assumption, Linda Harrison, in her study, "Cro-Magnon Woman--in Eclipse," had teachers present sentences about early people to groups of junior high science students.[6] In the first survey, the groups were given sentences of which those below are examples and asked to draw pictures of early humans in the situations described in the sentences. The students were told that the purpose of the study was to investigate impressions about early people. There were over 500 students in the study, 246 females and 257 males.

1. Draw three examples of early man and the tools you think he used in daily life.
2. When primitive men began to settle in areas rather than to roam, they began to cultivate plants. Draw three of the earliest plant cultivators at work.
3. The colors of hair, eyes and skin of an early man are usually not visible on skull remains. Draw the heads of early man and show what color eyes, hair and skin they had.
4. Draw two early men who had just learned the use of fire, cooking an evening meal.
5. At the dawn of civilization when mankind first started making pottery, there was probably little equipment. Draw the way you think mankind first made pottery--two examples.

6. The infants of early man were not able to care for themselves. A long period of nurturing was necessary for survival. Draw some early men (including children) showing situations of nurturing.

7. Suppose that on "feast days" men of good will gathered to celebrate. Draw such a group of men of good will, gathered to celebrate.

In this survey, 9% of the girls and 42% of the boys drew males only while 91% of the girls and 42% of the boys drew pictures of males and females. None of the students drew pictures of females only.

In the second survey, neutral pronouns, such as human and people, were used in place of the masculine ones used in Survey I. In this instance, only 2% of the girls and 17% of the boys drew only male figures while the majority drew figures of both sexes. Clearly, the word man does not convey an image of males and females as people have so often assumed. To convey an image of both sexes, neutral terms such as humanity, people, and individuals must be used. As long as writers continue to use masculine pronouns to refer to all people, students will continue to have a distorted view of the place of women in history, science, math and other fields, ultimately resulting in limited employment opportunities for both sexes.

Behavioral Expectations

Some teachers and researchers have noted that on standardized tests at the high school level, males tend to score higher in mathematics than females, and that females tend to score higher than males on verbal tasks. It has been assumed that since these differences have been consistent, they might be inborn or inherited differences between males and females. However, these differences usually do not appear until adolescence. Until that age, females score higher in both areas. Since inborn differences are usually present at birth, male/female differences in mathematical and verbal abilities may be due to social teachings and expectations rather than to heredity.[7]

People usually behave the way they are expected to behave. That often holds true in school as well as outside of school. The following experiment is an example of how expectations affect student behavior.

At the beginning of the school year, teachers were told that some students had scored high on a test for intellectual "blooming"; that is, these students would show great gains in their intellectual development. Actually, the only difference between these students and their classmates was "in the mind" of the teacher.

At the end of the school year, each student was given an intelligence test. Those students that teachers thought were "bloomers" scored on the average of 4 points higher on the intelligence test. The difference between the "bloomers" and the rest of the class which the teacher thought existed, influenced the teacher to treat those students differently and they actually performed differently because of the teachers' expectations.[8]

If a teacher can influence the test scores of a group of students by his/her expectations of them, then it is entirely possible that teachers' expectations of male and female performance can cause a difference to appear in mathematical and verbal abilities.

Observations of teachers in the above study revealed differences in their responses to the two groups of students. When the students who were classified as "bloomers" asked for help, teachers encouraged them to find answers on their own. When students in the "average" group asked for help, teachers would often do some of their work for them.

Studies of teachers' reactions to females and males show the same type of pattern. Teachers are more likely to solve the problems for females rather than encouraging them to do it themselves; for boys, however, the teacher will encourage them to solve the problem for themselves. As a result, females are likely to learn that they are not expected to be independent. Since independence of thought and action are considered both highly valued traits and necessary in order to compete successfully in the occupational area, the female who is successful may have achieved her success in spite of school rather than because of it.

The pressures exerted by teachers' expectations create problems for males as well. As discussed earlier, some researchers view the school as a woman's world, controlled by a female teacher who is accepting of female students because of their obedience and passivity and critical of males' energetic, independent, disruptive behavioral habits. They conclude that, as a result of such negative teacher feedback, males experience frustration, role conflict and low self-esteem, which may account for the poorer academic performance of males through the junior high school level. After that time, the academic performance of males and females tends to equalize so that by graduation, academic averages for both groups are nearly the same. Researchers also add that teachers' expecting and rewarding passivity, obedience and silence in the classroom hurts both sexes and stiffles independence and curiosity.[9]

Besides teacher expectations, another factor that helps to account for the differences observed in females' and males' academic performance is the tendency of some females to disguise their achievements and intelligence in order to make themselves more appealing to males. Particularly at the high school level, females learn to think of their abilities as being unacceptable so they "play dumb." They also learn very quickly that if they compete academically or otherwise with males, they may make males feel inferior and threatened. Many females fear that they will be a social outcast and/or that they may never get married if they show that they are equal to or superior to males. As a result, their energies are turned away from academics and are directed instead to attracting "Prince Charming." Behaviors such as speaking with authority or self confidence or debating and winning an argument are classified as unfeminine and therefore unacceptable for females.[10]

Such deception does little to foster honest, productive relationships between females and males. How many jokes or sayings can you think of revolving around themes of females deceiving or tricking males into doing something? The reference to a woman's marrying as having "caught a man" is certainly one and there are many others.

School Practices

Other practices in the school in addition to those previously discussed also contribute to female/male role stereotyping. In many schools, females and males are still segregated in lunch lines, recess activities and so forth. Comments that teachers may make such as "behave like a lady" or "little boys don't cry" convey expectations about acceptable behaviors for males and females. Likewise, when the teacher needs help carrying some heavy materials, he/she normally asks one of the boys in the class to help, whereas girls are asked to help clean up. In the earlier grades especially, girls are physically stronger than boys and are as well or better equipped to perform these physical duties. Likewise, boys are as capable as girls of cleaning up and should be taught how to perform these activities.

Particularly in the vocational and occupational areas, courses are heavily segregated by sex. In fact, females, until recently, were forbidden to take traditionally male courses such as agriculture, welding, plumbing, shop, automotive mechanics and bricklaying, just as males were not allowed in traditionally female courses such as home economics. Currently, such practice is illegal although there are many other ways in which schools discourage students from taking non-traditional courses. School counselors, for example, may advise a female interested in medicine to go into nursing. A male interested in clerical or secretarial work may be told that females are better suited for such work. Often students are not informed by counselors of the many career options available to them but are instead provided with reading materials in traditional occupations. Students are then likely to conclude that traditional occupations are the only ones in which they are capable of entering into successfully. Further, counselor career materials and tests are often biased. Females and males are usually pictured in career brochures in traditional occupational roles accompanied by job descriptions that contain sexist language and job stereotypes. Many interest and ability tests also contain sexist language and scoring methods.

A comparison of the enrollment percentages in occupational programs at the high school level reveals a definite sex difference in enrollment by program. Table 1 shows national female and male enrollment by occupational program for 1972 and projections for 1977.

Table 1

	1972[27]		1977* (Projections)	
	% Female	% Male	% Female	% Male
Agriculture	5.4	94.6	8.0	92.0
Distributive Education	45.3	54.7	46.0	54.0
Health	84.7	15.3	83.0	17.0
Home Economics	91.6	8.4	90.0	10.0
Gainful	(86.1)	(13.9)	----	----
Consumer Homemaking	(92.1)	(7.9)	----	----
Office	76.4	23.6	75.0	25.0
Technical	9.8	90.2	9.0	91.0
Trade & Industry	11.7	88.3	13.0	87.0
Special Programs	44.7	55.3	----	----
Total	55.4	44.6	----	----

* Source: Division of Vocational and Technical Education, Trends in Vocational Education Fiscial Year 1972, Washington: Office of Education, Department of Health, Education and Welfare, June 1973.

Females are mainly concentrated in occupational areas which prepare them for low-wage jobs--clerical workers, health service workers and jobs in the distributive education field. The largest concentration of female employment is in consumer homemaking, which accounts for 42% of all female enrollment. Unfortunately, this is an area which is unlikely to result in paid employment. In contrast, males are located mainly in technical, industrial or agricultural training programs. These are areas which are most likely to lead to the highly skilled, higher paying jobs.

Examination of occupational enrollment figures clearly shows the basis for sex role stereotyping in employment. Even more distressing is that the trend toward sex stereotyped occupational enrollment appears to be continuing. A comparison of the 1972 enrollment figures with the 1977 projections shows very little change in occupational program enrollment by sex.

A slight trend emerging is the shift of males into traditionally female occupational areas, especially consumer homemaking and office occupations. A possible reason could be the greater ease of males in obtaining employment in non-traditional areas. The results of a recent study of non-traditional employment indicated that males trained in non-traditional occupational areas were more likely than females trained in non-traditional areas to find jobs in areas in which they were trained. Females, though, who were trained in traditional areas were no more likely to find jobs than females trained in non-traditional areas. Fortunately, at least females were not penalized for their non-traditional training.[11]

Most schools currently are making an effort to abolish practices that either subtly our outrightly discriminate against females and males and unfairly limit their choices. In some schools, course titles are being changed from ones that are associated with traditional female and male courses to titles that encourage admission of both sexes. For example, domestic sciences is a more neutral title than home economics and would more likely attract both sexes.

Changes in school policies are necessary as well. Discipline and suspension policies in many schools still reflect biases as do dress codes. It took years before schools would finally agree to allow females to wear slacks, an issue which will be discussed further in the next section. Further, females and males who are sensitive to the issue of sex stereotyping, bias and discrimination need to be recruited to fill teaching and administrative positions in schools. Especially needed are individuals of both sexes to fill non-traditional positions. In this way, students can see first-hand that males and females can function successfully in non-traditional occupations.

Athletics and Extracurricular Activities

Sports and athletic events have become important activities in our cultur[illegible] Even those who do not particularly care for sports, either as spectat[illegible] or participants, find it difficult to avoid them on either T.V. or radio, or in their newspapers, schools, churches and neighborhoods. Schools constantly voice a belief in the close relationship between a healthy mind and a healthy body and spend large sums of money on their school's athletic program in support of this belief. However, in spite of the emphasis, athletics ar[illegible] mainly for males. Too often the role for females is one of observing or cheerleading but not playing. Does this mean that only males need to develop "healthy bodies and healthy minds?"

Schools for many years have been guilty of discriminating against women in their sports programs as well as in other areas. For example, when provided with equipment and supplies, females often get worn-out, left-over male equipment or little equipment at all. Further, most male athletic programs have a greater number and variety of sports and activities than female programs. Additionally, in many schools, girls' athletic teams can only practice when boys' teams do not want the area for practice or play. This often means that girls can practice only at night or on weekends.

Where women's competitive teams exist, they often get the lowest-paid, least qualified coaches. In addition, their opportunities to compete may be limited because travel budgets for women's teams are often small or nonexistent. Also, females may have to take private cars to their sporting events because males get first consideration for the athletic bus. Finally, male athletic programs get most of the publicity, media coverage and school support. Aside from the disproportionately large amount of funding that male athletic programs receive, male sporting events are often considered to be ore important than female sporting events. The greatest opportunity for females to share in the spirit and excitment

of sports is not in their own sporting activities but as cheerleaders and pep club members for the male teams. Until taypayers' attitudes change, many of these practices are apt to continue. Even so, there are many things that schools can do to equalize opportunities in athletics for females and males.

Probably nowhere else in the school is male/female segregation practiced so intensely as in physical education. Segregated activity classes and team sports activities reflect differing expectations about female and male behaviors. In elementary school, boys are encouraged to play rougher contact sports of a more highly competitive nature than are girls. Girls are expected to engage in low-key, less competitive kinds of games. This differentiation is insured at the time the child enters school, not only by teacher enforcement but also by the discriminatory dress codes. It is difficult for females to play strenuously and aggressively in dresses. Only recently have males and females been allowed to participate in athletic activities together; and even now, such mixed participation is limited.

The segregation of activity classes and team sporting events continues into high school. Where female sporting events exist, they are often considered secondary to male sporting events, and staged as warmup activities. Opportunities for the female high school athlete are too often limited to participation on a second-rate, under-equipped girls' team or cheerleading for the boys' team.

Title IX of the 1972 Education Act says that any agency receiving federal funds must provide equal opportunity for both sexes, athletics included. This law, of course, includes schools and colleges because they receive federal funds. This law says that schools and colleges must have evaluated their school policies and practices and looked for discrimination against males and females by July 21, 1976. Where discrimination exists, the school must develop plans and procedures to eliminate the discrimination.[12]

Title IX also requires schools to study their student population to determine what interests, needs and abilities exist. Schools are not required to mix females and males on all their competitive teams, but if the best interests of students are served by mixed teams, then mixed teams must be made available.

After studying the student population, the school must develop a plan for accomodating individual interests and abilities. This plan must be put into operation by July 21, 1978. Even though schools have two years to implement the plans they are developing, discrimination is at present illegal.

Comparable expenditures means that funds are to be equally available for both females and males. It is required that funds be used in such a way as to provide equal opportunity for both sexes in the overall athletic program. For example, comparable expenditures means that basketball teams be maintained for both females and males if the interest and abilities of both sexes are in basketball. However, a basketball team for males only could be operated while a female field hockey team is supported if this arrangement accommodates the needs, interests, and abilities of both female and male students.

There are several stereotypes which have contributed to the discrimination against women in athletics. The following is a partial listing of some stereotypes which have kept female athletic programs in a lower position than male programs.

Stereotype #1: Women Are Not Physically As Strong As Men

- Research has uncovered some very interesting facts about the physical capabilities of females and males. Until puberty, females and males have essentially the same strength and endurance potential, although this potential is not always fully developed, especially in the female. If females were encouraged to be active and aggressive, it is estimated that differences in strength and endurance would not be as great as they are today, although these differences probably would exist. Regardless, there are greater differences in strength and endurance among members of the same sex than between the sexes. Further, women have demonstrated in times of crisis and need an ability to work in fields and factories, fight and perform other strenuous manual labors for as many hours per day as men. Unfortunately, these efforts have been too quickly forgotten once the crisis is over and the women return to their traditional role in society. More recent studies on life expectancy even suggest that women may be physically stronger than men over the course of a lifetime.

Stereotype #2: Women are More Easily Injured Than Men

Evidence indicates that women are no more likely to be injured than men. The greatest fear often expressed in this area has been the concern about injury to the female's reproductive system. In the minds of many, females must be protected from harm at all costs lest their ability to reproduce is impaired. Actually, the female's reproductive system is more carefully protected by muscle and fat tissue than the male's. Also, exercise tends to help relieve the pain and cramps that women sometimes experience during menstruation.

Stereotype #3: Women Athletes Are Unfeminine

Surprising as it may seem, there are those who believe that females who compete athletically actually lose their physical female characteristics and take on male characteristics such as deep voices, bulging

muscles, and facial hair. All these traits are determined by heredity and are not influenced by the amount and kind of physical activity. Look at Olga Korbut and Nadia Comaneche!

Stereotype #4: Females Are Not Interested In Sports

Because there are fewer organized competitive events for females, it is sometimes assumed that women are not interested in these kinds of activities. What many females have been told from early childhood is that it is unfeminine to be interested in athletics, thus some women feel guilty if they do have such interests and learn to supress them. Fortunately, a growing number of females continue not only to express an interest in athletics, but also to demand the opportunity to participate by bringing the issue into the courts. Where well-planned, well-equipped and enthusiastically supported girls' teams have been developed, loyal and enthusiastic female participation has been evident.

Stereotypes about male athletes have taken their toll as well. One of the most common is, "Athletes are real men." This is also often reversed to say, "Real men are athletes." The challenge to men is clear. You must show everyone that you are a real man by participating in athletic competition. For the male who is not athletically inclined, the consequences can sometimes be devastating. The "bookworm" is often called "sissy" or other terms which question his masculinity. Instead of being appreciated and respected for what he can do well, he is often ridiculed and ostracized.

There is no evidence to indicate that competing athletically makes one more or less of a man. One's "maleness" and "femaleness" is determined genetically and nothing short of an operation or hormone treatments will alter that. It is most unfair and illogical that such a stereotype has produced anxieties and low self-esteem in those males who have chosen a means of self-expression outside athletics and sports.

Higher Education

According to a recent national survey, few of the nation's female high school seniors list "housewife" as their career preference. Of the more then 2,000 surveyed, only 3% planned to make a career of housework.[13] Most planned to seek employment immediately after graduation or enroll in college, vocational or technical school. In spite of the increasing trend of females to move into the work force, the same biases and stereotypes that limited employment opportunities and salaries of women in the past still remain.

Those who attempt to increase their employment options through advanced training will also face barriers. For the most part, trade and technical schools maintain traditional courses in which female/male enrollment is also traditional. Areas such as agriculture and technical occupations contain mainly males whereas females comprise the majority of the health and homemaking courses. Many of the counseling materials and tests that are used are also biased in that they contain sexist language, biased job titles (such as repairman) and biased scoring methods. Most male-dominated courses are still taught by male instructors, with the same being true for instructors of female-dominated courses. Also, most texts and instructional materials are biased.

Females who enter non-traditional occupations may face exclusion from certain areas of training, particularly work-study or on-the-job training. Some work-study coordinators have found employers unwilling to train females in traditionally male areas in their places of business. Others agree reluctantly but provide female students with less comprehensive instruction than male students or fail to instruct females in the use of heavy machinery because of their stereotypes about females' capabilities.

Males who wish to enter non-traditional occupations may also face barriers. Many counselors discourage males from entering traditionally female courses or fail to make them aware of options in areas besides traditional ones. Many males are also discouraged by the low pay in many female-dominated areas.

In order for individuals to compete successfully for high-paying jobs, they must have adequate training. Especially for females, this means training in non-traditional areas. It is also useful for females to know how to maintain and repair cars and make repairs around the house. Likewise, men who are able to prepare food, perform household duties and care for children are more valuable to their families.

Barriers also exist for the woman who wishes to enter college. After high school, fewer qualified women attend college than men. Although women score as well on college entrance tests and on the average make better grades in high school, only 39% of female high school graduates attend college as compared to 53% of the male graduates. Even more discouraging is that the precent of students enrolled in college who are female is decreasing. In 1930, 44% of the total college enrollment was female whereas in 1973, females made up only 42% of the college enrollment.[14]

There are several possible reasons for the proportionately lower female college enrollment. Among these reasons is the possible discrimination of college admissions policies. Colleges may have small female quotas or may have higher admissions standards for women. Federal legislation now makes these practices illegal even though they likely still exist in some schools.

Statistics indicate that females from low-income families are less likely to attend college. Furthermore, in such families the money that is available for education is likely to go for the education of sons, since it is often assumed that females do not need an education as much as males.

An additional complication is the lower probability that females will receive as much financial aid as males. One striking example is the large number of athletic scholarships available for men for which women are now not eligible. Additionally, up to the present, many foundation scholarships have been exclusively for males.

At the graduate level, 49% of the men receive grants and scholarships whereas only 3[illegible]% of the women do. Also, there are fewer opportunities for females to work their way through school. When they do work, they usually earn lower wages than do men. Men also get proportionately more federal loans than women.[15]

In addition to the lack of motivation to attend college for which the schools may be partly responsible, the decreased availability of financial aid for women also accounts for lower female college enrollment. This type of discrimination against women in the educational system perpetuates a cycle of low paying, low-status jobs for women, and an under-developed potential for personal growth, self-fulfillment and life satisfaction.

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SELF CHECK

1. Two behaviors that boys are rewarded for showing are _____, _____, and aggressive types of behavior.

2. Girls are extected to be obedient and _____.

3. The training, discipline and expectations students receive at school is quite unlike that which (girls, boys) receive at home. (Circle one)

4. Less than _____% of school superintendents are female.

   a. 1 c. 25
   b. 10 d. 32

5. Which of the following is indicative of sex stereotyping in vocational-occupational education?

   a. Most occupational education administrators are male.
   b. Females and males are enrolled in traditional courses
   c. Most male and female staff teach non-traditional courses.
   d. both a and b
   e. all of the above

6. The group least represented in textbooks is:

   a. males
   b. females
   c. minority males
   d. minority females

7. Which of the following is the typical textbook way of depicting a family?

   a. white, middle class
   b. 2 parent families
   c. children in day care centers
   d. father caring for the children
   e. both a and b
   f. all of the above

8. Males' superiority in math occurs:

   a. at age 6
   b. about 9 or 10 years old
   c. at adolescence
   d. during middle age

9. Which of the following represents a sex-biased disciplinary policy?

   a. suspending students from school because of their dress
   b. suspending a male for using obscene language in the classroom
   c. suspending a female for using obscene language in the classroom.
   d. suspending a member of one sex for a behavior that officials would not suspend a female for
   e. suspending more males than females or vice versa over the course of a year

10. Studies of the effects of teacher expectations on behavior indicates that:

   a. students behave in accordance with teacher expectations
   b. students behave in a manner opposite of teacher expectations
   c. teacher expectations do not affect student behavior
   d. teacher expectations do not affect student behavior until adolescence

11. Teachers normally expect (males, females) to solve problems themselves whereas they are more inclined to do difficult problems for (males, females). (Circle one)

12. Many counselors perpetuate sex stereotyping by:

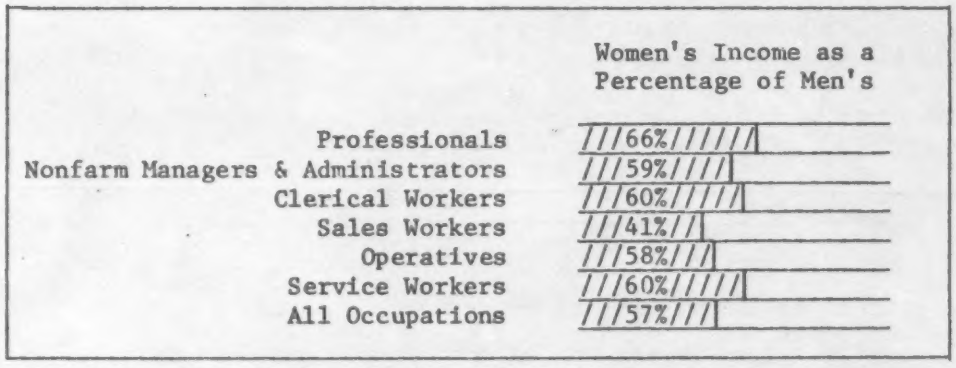
   a. using biased tests and counseling techniques
   b. failing to point out non-traditional career alternatives
   c. using the same counseling techniques with females and males
   d. both a and b
   e. all of the above

Answers: 1. independence, intelligence; lack of emotion; 2. quiet, pretty, dependent; 3. boys; 4. 1; 5. d; 6. d; 7. e; 8. c; 9. d; 10. a; 11. males; females; 12. d.

SEX STEREOTYPING, SEX BIAS AND SEX DISCRIMINATION IN THE WORK FORCE

It is in the work force where the effects of sex bias, sex stereotyping and sex discrimination are most obvious and devastating. Although women make up 52% of the population and 41% of the labor force, they earn only 57% of what men earn.[1] Even when the education, training, and job experience are held constant, men still earn more than women. As table 1 below shows, women within the same occupational category as men eary proportionately less pay.

Table 1

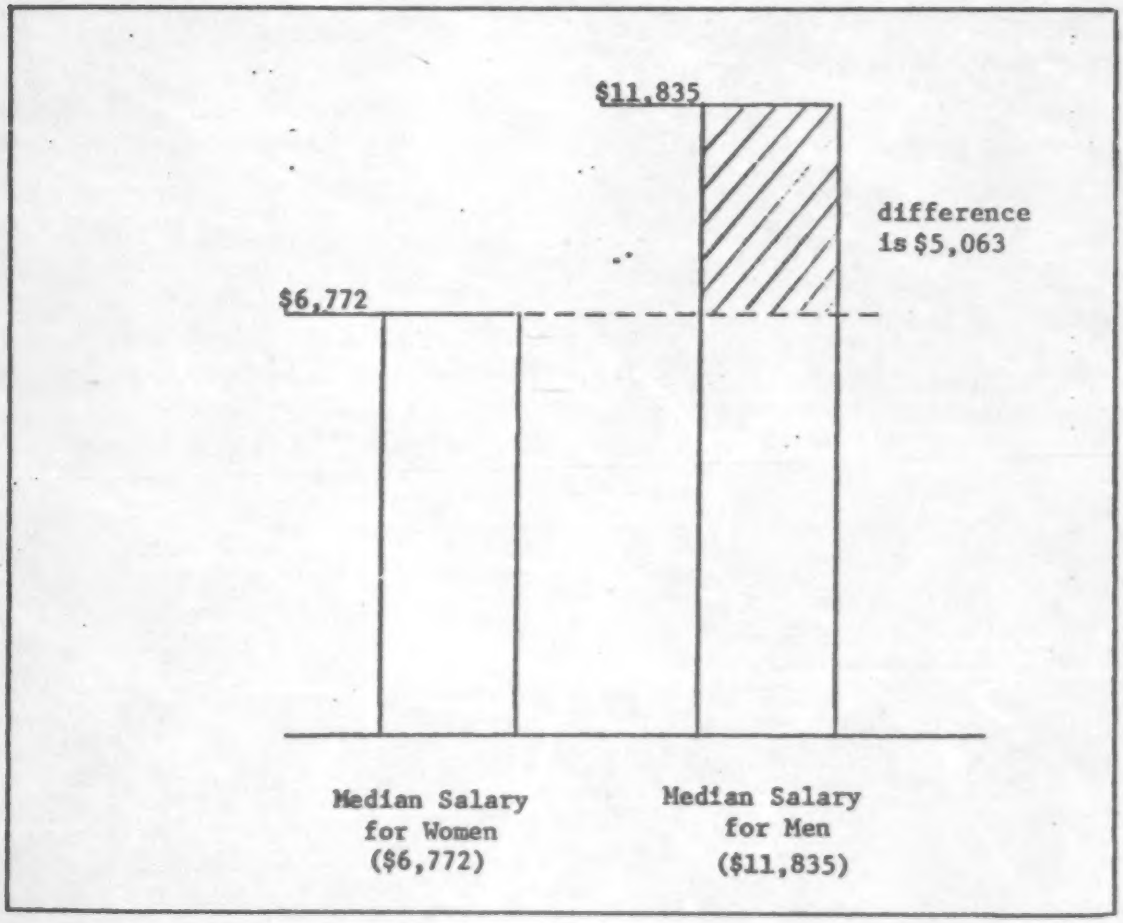


Source: Women Workers Today. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1976.

Contrary to what may be expected, education is not the key to occupational equity for women. Actually, as the level of education of women and men increases, the salary disparity increases. As you can see from Table 2, the median salary for women across all educational levels is $5,063 less than the median salary for men. Comparisons of the median salaries of college educated women and men reveals a $6,446 difference in favor of men (Table 3).

Table 2

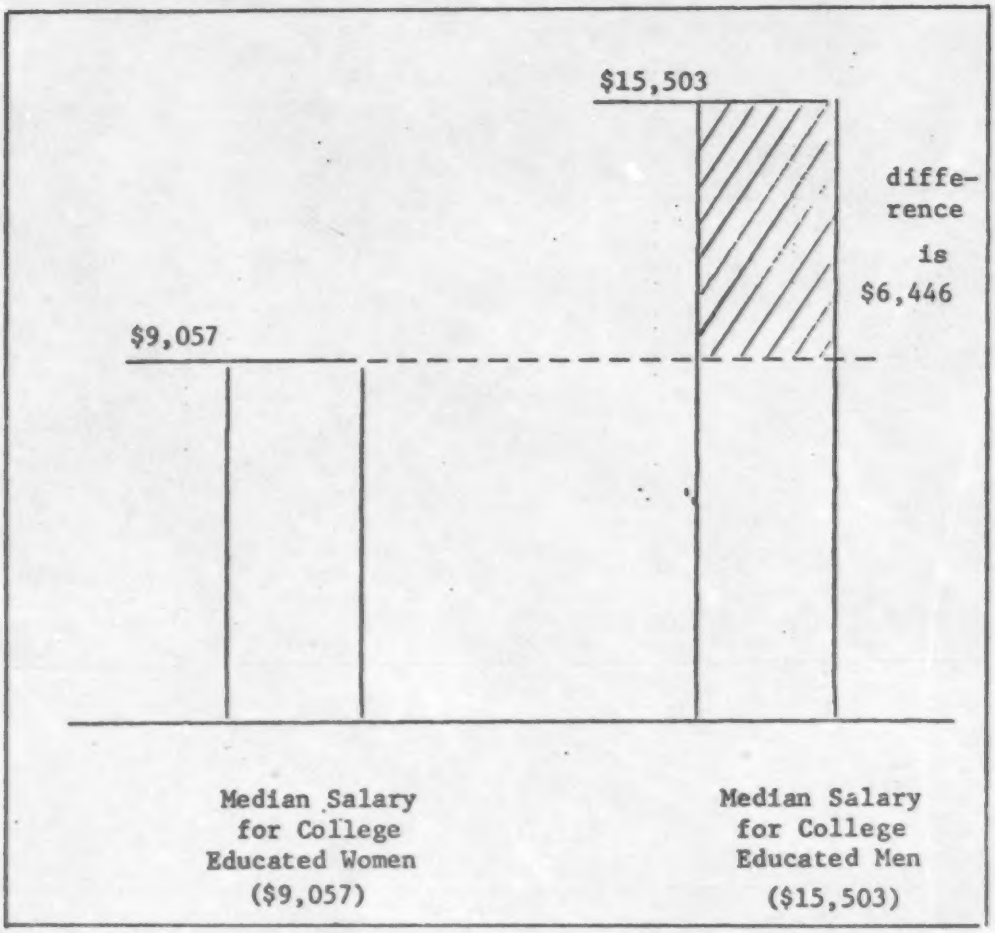
MEDIAN SALARIES OF MEN AND WOMEN



Source: Women Workers Today. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1976.

Table 3

MEDIAN SALARIES OF COLLEGE EDUCATED MEN AND WOMEN



Source: "The Earnings Gap," U.S. Department of Labor, Women's Bureau, March 1975.

Even more discouraging than the above figures is the comparison of men's and women's salaries in years past compared to the present. Available data show that the earnings gap has increased since 1970. Women earned 59% of what men earned in 1970 but today earn only 57% of what men earn.[2]

While some of the income disparity between females and males can be explained by such factors as differences in education, training,

length of service and job responsibilities, labor market analysts agree that a large part of the salary discrepancy can be explained only as overt sex discrimination. Even when the training, education, length of service and job responsibilities of women and men are the same, salary discrepancies persist.

The large salary discrepancies of women and men can be partially explained by the fact that women are concentrated in a small variety of occupations, most of which are dead-end, low status and low-paying. In 1973, more than 40% of all women workers were located in the following ten occupations:

1) Secretary
2) Retail trade salesworker
3) Bookkeeper
4) Private household worker
5) Elementary school teacher
6) Waitress
7) Typist
8) Cashier
9) Sewer and stitcher
10) Registered nurse

In contrast, the ten occupations with the largest concentration of men employed less than 20% of all male workers.[3] It seems that our society has stereotyped certain occupations as male and certain occupations as female, making it hard for both males and females to break out of an established pattern. The female is even more restricted because most of the jobs to which she is "confined" are low-paying.

In addition to the stereotypes about women's work, there are also stereotypes about the kinds of work men can do. Half of all men workers are located in blue collar jobs while only 18% of women are.[4] There are many males who would probably prefer the less physically strenuous white collar jobs which women dominate but instead seek the more "manly" blue collar jobs for fear of being labeled "sissy" or "unmasculine." The unfortunate effect of this stereotyping is that it restricts individuals in their choices about what they can do with their lives and how they wish to make their living.

Many men who would otherwise be interested in female-dominated jobs become disinterested when they learn of the low salaries associated with such jobs in comparison to the salaries paid in male-dominated jobs. As a result of the low pay, many men conclude that in entering a female-dominated job, they would be working below their capabilities. Although if more men would choose to enter traditionally female occupations, it is likely that salaries would increase as a result of the higher job status that males bring to the job.

The fact that women are concentrated in a small number of low-paying, low-status jobs has been established as a partial contributor to the pay inequities between women and men. In attempting to remedy the problem, it is necessary to examine the high school occupational training programs which prepare students for employment.

The national enrollment figures in high school occupational programs are displayed in Table 4 by sex. As you can see, females are mainly concentrated in occupational areas which prepare them for low-wage jobs--clerical workers, health service workers and jobs in the ditributive education field. The largest concentration of female enrollment is in consumer homemaking, which accounts for 42% of all female enrollment. Unfortunately, this is an area which is unlikely to result in paid employment. In contrast, males are located mainly in technical, industrial or agricultural training programs. These are areas which are most likely to lead to the highly skilled, higher paying jobs.

Occupational enrollment figures clearly shows the basis for sex role stereotyping in employment. Even more distressing is that the trend toward sex stereotyped occupational enrollment appears to be continuing. A comparison of the 1972 enrollment figures with the 1977 projections shows very little change in occupational program enrollment by sex.

A slight trend emerging is the shift of males into traditionally female occupational areas, especially consumer homemaking and office occupations. A possible reason could be the greater ease of males in obtaining employment in non-traditional areas. The results of a recent

study of non-traditional employment indicated that males trained in non-traditional occupational areas were more likely than females trained in non-traditional areas to find jobs in areas in which they were trained. Females, though, who were trained in traditional areas were no more likely to find jobs than females trained in non-traditional areas. Fortunately, at least females were not penalized for their non-traditional training.[5]

Judging from occupational enrollment and employment figures, the employment picture for females is indeed bleak. Some high school females may argue that it doesn't affect them because they plan to get married after graduation anyway. Married or not, the facts show that most women will be directly affected by current job and pay inequities.[6]

1. Nine out of ten women will work at some time in their lives.
2. Most women work because of economic need. About 60% of all women workers are single, widowed, divorced or have husbands who earn less than $7,000 per year.
3. More than one-half of all women between the ages of 18 and 24 are workers.
4. Among all families, one out of eight is headed by a woman. Of all women workers, one out of ten is a family head.
5. Among all poor families (total income less than $4,275 per year), two out of five are headed by a woman.

Examination of the above figures disproves many of the myths about women workers. It is clearly not true that:

1. Most women get married after graduation and never work.
2. Most women do not need to work.
3. Women who work do so to relieve boredom or earn "pin" moeny.

A large portion of women need to work and must work in order to support themselves and their families and to raise the family income to an acceptable level. The poverty affecting women even appears to be getting worse in some areas. Between 1970 and 1974, the number of poverty level families headed by women increased by 21% whereas those with men as heads actually decreased by 17%.[7]

It must be remembered also that many women, just as men, are motivated to work by factors other than pay. They enjoy working because of the opportunity to use personal skills and talents and for the satisfaction of accomplishment. For these reasons in addition, employment inequities must be corrected to provide a workplace where both men and women can realize their potential and earn what they are worth.

SELF-CHECK:

1. Women earn only _____% of what men earn.
2. Figures show that _____ out of 10 women will work at some time in their lives.
3. Most women work: (Circle answer)
   a. to relieve boredom
   b. because of economic need
   c. to buy "luxury" times
   d. both a and c
4. The number of poverty level families headed by men in (increasing, decreasing) while the number of such families headed by women in (increasing, decreasing). (Circle one)

Answers: 1. 57%; 2. 3; 3. b; 4. decreasing, increasing.

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SEX DISCRIMINATION AND THE LAW

This section will deal with the various pieces of federal legislation prohibiting discrimination on the basis of sex. Where relevant, pertinent court dicisions will be discussed in so far as they lead to specific interpretation of the various laws. Following the discussions of the laws, the complaint procedure for each is provided. Laws relative to equal rights in the work force as well as education are presented since both areas are relevant to students and school staff.

Equal Rights in the Work Force

There are three basic legal orders which guarantee equal rights in employment for women and other minority groups. They are the Equal Pay Act, the Civil Rights Act, and Executive Order 11246.[1]

Equal Pay Act of 1963[2]

The Equal Pay Act was the first piece of federal legislation forbidding sex discrimination in employment. The act, an extension of the Fair Labor Standards Act is designed to:

> "prohibit discrimination on account of sex in the payment of wages by employers engaged in commerce or in the production of goods for commerce." (P.L. 88-38).

Until 1972, most persons in education were exempt as were executive, administrative and professional employees and outside sales personnel. It now covers all these individuals as well as all employees covered by the minimum wage provision of the Fair Labor Standards Act.

The Act essentially provides for equal pay for equal work, however, the definition of equal work is left with the courts. In the case of Schultz vs. Wheaton Glass Co. in 1970, a Federal circuit court decided that women's and men's work does not have to be identical in order for them to receive equal pay. It must only be "substantially similar." Thus, Wheaton Glass Co. was ordered to pay female selector-packers no less than male selector-packer-stackers even though men occasionally performed approximately 16 additional tasks that women were not asked to do.

In the case of Brennan vs. Prince William Hospital in 1974, further details of what constitutes substantially similar work were outlined. In this case, the duties of nurses aides and orderlies were not judged to be dissimilar enough to merit higher pay for orderlies. Further, the court decreed that males cannot be paid higher wages for extra duties when:

1. some males are paid more than females but are not required to perform the extra duties;
2. female workers also perform extra duties equal in skill, effort and responsibility;
3. female workers who are capable are not given the opportunity to perform the extra duties;
4. the "extra duties" do not exist;
5. the extra duties require a small amount of time and effort and are of little importance to the job; and
6. third persons who perform the extra duties as their major job are paid less than the male workers in question.[4]

In the case of Corning Glass Works vs. Brennan in 1974, the Supreme Court ruled that a company, in order to remedy pay discrimination, must raise the salaries of the lower paid group rather than lower the salaries of the higher paid group. The case involved a pay differential between men who worked the night shift and women who worked the day shift. Male night shift workers were paid more than female day shift workers over and above the company's increased compensation for night shift work alone. The court ruled that the firm was not abolishing discrimination by integrating male and female jobs nor by paying the higher wage to women who transferred to the night shift and paying the lower wage to men who transferred to the day shift. Only by raising the rates of the lower paid group to that of the higher paid group could "equal pay for equal work" be restored.[5]

In spite of the fact that over $20,000,000 in back wages have been awarded in court action as a consequence of this Act, it is still limited in its capacity to impact on sex discrimination. For example, job segregation is not covered by the Act not are hiring practices, promotions and seniority. Further, companies may continue to support salary inequities

until a charge is filed and a court decision is reached. Thus, employers are judged innocent until charges are made and supported by court decisions of guilty.

Charges of violations of the Equal Pay Act should be filed with the Wage and Hour Division of the Department of Labor, the federal agency responsible for enforcing the law. There are offices in Washington, DC and in other cities around the country. Although complaints may be filed in the form of an individual complaint, class-action suits, suits charging discrimination against women or men as a class, is usually more effective in getting the court's attention and in remedying discrimination against an entire group of people rather than one person. For example, if a secretary charges under the Equal Pay Act, that she is being discriminated against in salary, it would be easy for the firm to have the charges dismissed on the grounds that she is often late for work, fails to take initiative, etc. On the other hand, if she charges that all female clerical workers are paid less than male clerical workers, her charges are apt to have more force and would be more difficult to refute, if in fact the charges are true. Further, if our hypothetical secretary were to file charges as an individual and won in court, any other females in the firm would have to institute a new legal complaint process in order to force the firm to comply with the Act in their particular case. A class action suit, in essence, would benefit everyone in a particular class, thereby saving time in the legal beauracracy that can sometimes leave court decisions tied up in hearings and appeals for years.

Once a complaint is filed, the Wage and Hour Division will send an investigator around to determine whether or not a violation has occurred. The name of the complaintant is withheld upon request. In fact, investigators from the Wage and Hour Division often investigate businesses without any formal complaints being made. Formal complaints, in order to be honored, must be made within 2 years of the discrimination or within 3 years if the discrimination was "willful."

Once an investigation has been made and a violation discovered, the investigator will attempt to collect back wages for the complaintant plus a formal agreement from the employer agreeing to raise the future pay of the complaintant to an equitable level. If this fails, the Labor Department will initiate a law suit. Formal complaints through the Wage and Hour Division may be by-passed in favor of a personal lawsuit initiated by the complaintant if the complaintant chooses to do so.

SELF-CHECK: Test your knowledge of what you just read.

1. The Equal Pay Act of 1963 prohibits:

   a. sex discrimination in hiring
   b. sex discrimination in pay
   c. sex discrimination in all areas of employment
   d. both a and b

2. In a recent court decision, it was determined that men's and women's work (does, does not) have to be identical to be considered equal. (Circle one)

3. In a situation where women are paid less than men, companies (may, may not) lower the salaries of the higher paid group in order to equalize salaries. (Circle one)

4. Charges of violations of the Equal Pay Act should be filed with:

   a. the Office of Civil Rights
   b. the American Civil Liberties Union
   c. the Bureau of Labor Standards
   d. the Wage and Hour Division of the Department of Labor

5. It is often more useful to file a _____ action suit than one as an individual.

1. b ; 2. does not; 3. may not; 4. d ; 5. class

Title VII of the Civil Rights Act of 1964[6]

Passed in 1964, Title VII of the Civil Rights Act is an essential legal order guaranteeing the rights of several minority groups. The Act specifically prohibits discrimination on the basis of sex, race, color, religion and national orgin in the terms, conditions and privilidges of employment. In addition to prohibiting pay discrimination, the Act also prohibits discrimination in recruiting, hiring, firing, assignment, transfer, promotion, training, sick leave, vacation, overtime, insurance and pension. Because of its comprehensiveness and strict enforcement, Title VII of the Civil Rights Act is probably the most effective legal tool to use against discrimination on the job. The Act covers private employers with 15 or more employees, public and private employment agencies, labor unions with 15 or more members, public and private educational institutions, State and local governments, and Federal employees. Private membership clubs and Indian tribes are exempted. The Act did not cover state and local government employees until it was amended in 1972 by the Equal Employment Opportunity Act.

A guiding principle that employers are urged to keep in mind when applying Title VII to their specific situation is to determine whether any of their employment policies refer to only one sex. If such policies do exist, it is the responsibility of the employer to prove that the policy in question discriminates justifiably. The only condition under which this can be proven is to demonstrate, for example, that all members of one sex have certain qualifications <u>because of their sex</u> necessary to perform a particular job adequately whereas all members of the other sex do not have such characteristics. Can you think of a situation in which only one sex (and all members of that sex) and no members of the other sex have the characteristics necessary to perform a certain job? If you can think of any such jobs, list them on a separate sheet of paper and save them for a later class discussion.

Employers are not allowed to discriminate in hiring on the basis of sex because of employment characteristics they assume to be typical of women or men in general. Neither are they allowed to discriminate

on the basis of sex due to customer preferences or the preferences of existing employees. Further, the Act forbids limiting women's employment on the basis of existing state "protective" legislation. Such legislation, originally designed to protect women, limits the hours women can work, the amount of over-time they may accumulate, the amount of weight they can lift, etc. It is now realized that such legislation does more to limit women's employment than protect their interests. Courts now are suggesting that such protective legislation either be extended to men or withdrawn altogether.

In the case of Lorena Weeks vs. Southern Bell Telephone, a direct challenge came to the practice of envoking protective legislation as a reason for limiting women's employment opportunities. Ms. Weeks, a Southern Bell employee, was denied promotion to the higher paying switchman position because she would be required to lift a 32 lb. weight load. When she made the court aware of the fact that, in her present job, she was required to lift a 35 lb. typewriter, she won the case and was awarded $30,000 in wages and compensation.[7] Clearly, "protective" legislation fails to take into account the individual needs and capabilities of employees and presently does more to restrict employment opportunities than protect the worker.

In the case of Potlatch Forests, Inc. v. Hays et al. (1972), an employer asked the courts to rule that the Arkansas state law requiring overtime pay for women was superceded by Title VII. Apparently, the firm thought it would win and would no longer be required to pay women workers overtime. The court decided that there was no conflict, since the employer could abolish the discrepancy by paying men over-time as well at the same rate required for women.[8] In instances such as this, men have benefited greatly from equal rights legislation. Laws that exclude women unjustly should be attacked while those that offer benefits to women only can be extended to men.

As an outgrowth of the Civil Rights Act, sex-segregated want-ads were prohibited in 1968 and job titles were changed to non-sexist terminology. Job title changes are still being made with the goal of making the job

market receptive to both males and females in all areas. Men, for example, would probably be more apt to apply for a job labeled "sewer" than seamstress." Likewise, a female would probably be more apt to apply for a job labeled "repairer" rather than "repairman."

Other areas of employment covered by the act include any practice which locks workers into low-paying jobs because of their sex. For example, a company is not permitted to hire men and women only for certain departments in their plant. Neither may companies refuse to hire women in certain areas because they would have to be provided with restroom facilities, seats, breaks, or other special provisions. Likewise, seniority practices which lock workers into low paying positions or exclude workers because of their sex are illegal.

In a landmark case, the supreme court ruled in Phillips v. Martin Marietta Corporation, that companies may not refuse to hire or promote mothers because of child care responsibilities if these companies hire and promote fathers.[9] The rule of equal treatment on the job is indisputable under Title VII. Also, under Title VII, maternity leave is to be treated as any other physical disability with appropriate leave time granted and re-instatement to pre-leave job status upon return.

As you can see, the coverage of Title VII is much more extensive than that of the Equal Pay Act. Legal authorities often recommend that individuals, when filing a complaint, do so under Title VII in addition to other pieces of legislation whenever possible.

The difficulty with Title VII is the tremendous backlog of cases in the files of the agency charged with its enforcement, the Equal Employment Opportunity Commission (EEOC). It is estimated that a complaint filed with the EEOC requires from two to three years to be resolved, although there are ways to speed the process. In 1974, the EEOC had a backlog of 1600 sex discrimination complaints against colleges and universities alone.

The first step in the process is to file a complaint at the nearest EEOC office within 180 days of the date that the discrimination occurred. The EEOC will then send a copy of the complaint to the appropriate state

or city agency. After 60 days have passed, the EEOC then has the right to begin its formal investigation. At that time, a copy of the charges will be sent to the person charged and either an EEOC official will visit the premises and talk with the person charged or the person will be sent a list of questions to respond to. The EEOC then attempts to settle the case out of court. If this fails, the Commission then makes a final decision as to whether or not there is reason to believe that discrimination has occurred. If the Commission determines that there is reasonable cause to believe that discrimination does exist, it makes a final effort to resolve the case, which is called concilliation. If this fails, the Commission will issue the complaintant a "right to sue" notice giving the complaintant the right to take the company to court. At this point, it is more expedient for the complaintant to hire a personal lawyer than to wait for the EEOC to bring suit. With its current backlog, it is likely to take years. Still, the "right to sue notice" will prove to be a useful weapon for the complaint in the court proceedings.

SELF-CHECK:

6. Title VII of the Civil Rights Act forbids discrimination on the basis of:

   a. race
   b. religion
   c. sex
   d. all of the above

7. The Civil Rights Act was originally intended to protect the rights of _____.

   a. men
   b. women
   c. blacks
   d. religious groups

8. According to Title VII, employers may not discriminate on the basis of sex unless it can be shown that:

   a. business would suffer unless discrimination is practiced
   b. sex is a legitimate requirement for employment in certain areas
   c. other employees object to working with a man or woman
   d. all of the above

9. Title VII makes "protective" labor legislation for women (legal, illegal) (Circle one)

10. Under Title VII, companies (may, may not) refuse to hire, or promote a woman because of her child care responsibilities if they hire and promote fathers. (Circle one)

11. The agency which enforces Title VII is _____.

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6. d ; 7. c ; 8. b ; 9. illegal; 10. may not;
11. Equal Employment Opportunity Commission

Executive Order 11246 as amended by 11375[10]

Although not as powerful as other pieces of legislation, Executive order 11246 can be used in charges of certain instances of discrimination in conjunction with other pieces of legislation such as Title VII. Essentially, the Executive Order forbids any company or agency that has a contract with the federal government over $10,000 to discriminate on the basis of sex. The Order originally applied to race discrimination only but was later extended to sex discrimination by Executive Order 11375.

An Executive Order is a directive issued by the President to the executive branch of government. The order normally requires certain action to be taken or certain policies to be followed. Executive Orders generally have as much power and effect as laws.

Executive Order 11246 also requires federal contractors to take "affirmative action" to ensure that minority groups are treated fairly

in areas "including, but not limited to the following: employment, upgrading, demotion, or transfer; recruitment advertising, layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship." "Affirmative action" means that federal contractors are to analyze jobs in which women and other minority groups are underutilized. This requires submitting plans containing goals for the increased utilization of minority groups covered in this act, specifying timetables for achieving these goals, and describing the methods by which these goals are to be achieved.

The penalty for a contractor's failure to live within the timetable set forth in the affirmative action plan is usually not severe, however. All the contractor needs to do is demonstrate to the government that a "good faith" effort was made and no further action by the government will be taken. Thus, contractors are not required to demonstrate success in overcoming discrimination in order to be in compliance with the Order. The Order is further weakened by the fact that contractors receiving less than $50,000 are not required to have affirmative action plans.

The scope of the Order is also limited. Even though the term "federal contracts" has been broadly interpreted to include grants, there are only 900 of the approximately 2700 institutions of higher education which are actually covered by this Order.[11]

The complaint procedure is also cumbersome and subject to many delays. One reports a complaint to the enforcement agency, the Office of Federal Contract Compliance (OFCC) within the Department of Labor. To be honored, the complaint must be filed within 180 days of the alleged discrimination. The OFCC will then forward the complaint to the EEOC, who will conduct an investigation and come to a decision. The EEOC will refer its decision to the OFCC who may either accept and act on it or conduct a separate investigation. If the OFCC finds just cause, it may either: 1) withhold federal funds until the contractor complies with the Executive Order, 2) cancel the contract, or 3) forbid the award of any future contracts to the offender. Unfortunately, the OFCC rarely exercises any of these options because of their tremendous backlog. Also, there are no time limits for issuing investigation findings. As a result, many complaints have been held up in investigation.

A further factor contributing to the Order's lack of power is the fact that technically, discrimination is not forbidden. An organization legally may choose to forfeit federal money and continue its discriminatory practices. For this reason and those previously discussed, Title VII is a much more powerful piece of legislation to use in the complaint process although organizations can sometimes be "encouraged" into compliance by employees who either threaten them with action or volunteer to help formulate affirmative action plans.

SELF-CHECK: How's your memory of what you just read?

12. Executive Order 11246 (as amended by 11375) applies to _____ contractors.

13. Executive Order 11246 is a (more, less) powerful piece of legislation than Title VII. (Circle one.)

14. Contractors (with contracts over $50,000) are also required by the Order to formulate _____ plans.

15. The penalty for non-compliance with the Order is:
    a. withdrawal of federal funds
    b. contract termination
    c. no possibility of future federal contracts
    d. jail
    e. a, b, c
    f. a, b, c, d

12. federal; 13. less; 14. affirmative action; 15. e.

Equal Rights in the Education System

The women's movement in the United States actually began when some women demanded their right to an education. Women concerned with education were thought to be unfeminine by both men and women. The attitude that women were to remain attractive, dainty and confined to the home conflicted with the more aggressive role of a serious student. Although the right to attend college was granted to some women, for many years they were expected to sit silent in the classroom without interrupting

to ask questions or express opinions. Women's colleges actually grew from the idea that women were too meek and too intimidated by men to be able to learn while sitting in the same classroom with them.[12]

Titles VII and VIII of the Public Health Services Act[13]

Stereotyped ideas of women's work and men's work still exist although certain pieces of legislation are helping to make illegal the out-right exclusion from training programs on the basis of sex. One such piece of legislation is the Public Health Services Act, effective November, 1971. Titles VII and VIII of the Act forbid schools and training programs in the health profession from discriminating against students on the basis of sex. The only schools and training programs affected are those receiving financial assistance under the Public Health Services Act, although a large number do receive such assistance. Also falling within the province of the Act are hospitals who operate medical schools, training programs and internships. Teachers and employers who work with students covered by this Act are also covered.

The Act was designed to help offset some of the occupational stereotyping so rampant in the health professions. It is now illegal to refuse a male student admission to nursing school on the basis of sex just as it is illegal to exclude a female from medical school on the basis of sex. Lawmakers have begun to realize that our country needs as many talented people as possible in the health professions. To limit nursing to women and medicine to men leaves a large amount of talent from the other sex unused.

The penalty for violating this Act is withdrawal of federal funds. Just as with the Executive Order previously discussed, discrimination technically is not forbidden although schools will have to forfeit federal funds in order to continue discriminatory activities.

Complaints of violations of this Act should be filed with the agency responsible for its enforcement, the Office of Civil Rights within the Department of Health Education, and Welfare (HEW). After the complaint

has been filed, HEW conducts a hearing and cancels federal funds if discrimination is found. Aside from court hearings, funds will also be cancelled if: 1) any institution covered by this Act refuses to submit a written assurance to HEW that it will not discriminate and, 2) if periodic reviews by HEW reveals incidences of discrimination.

SELF CHECK:

16. Titles VII and VIII of the Public Health Services Act forbids schools and training programs in the _____ profession from discriminating on the basis of sex.
    a. health
    b. clerical
    c. education
    d. both b and c

17. The anti-discrimination provisions of the Public Health Services Act covers:
    a. students in schools and training programs receiving federal money
    b. teachers of these students
    c. employers of health training school graduates
    d. both a and b
    e. all of the above

18. The legal penalty for violating this Act is:
    a. payment of a penalty
    b. withdrawal of federal funds
    c. firing of those responsible for the discrimination
    d. all of the above

19. The Agency responsible for enforcing this Act is the:
    a. Office of Civil Rights
    b. EEOC
    c. OFCC
    d. Bureau of Health Occupations.

16. a; 17. e; 18. b; 19. a

Title IX of the 1972 Education Act[14]

What some consider to be the most far-reaching piece of anti-discrimination legislation in education is Title IX of the 1972 Education Act. It provides that:

> "No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Although the Act was passed in 1972, it did not become effective until July 21, 1975. The law covers all schools, from the pre-school level through graduate school, who receive federal funds. In spite of its seemingly comprehensive coverage, there are many loopholes which reduce its effectiveness. These will be discussed later in this paper. Areas in which sex discrimination is prohibited under Title IX include admissions, course offerings, activities, financial assistance, dress, conduct, marital and parental status, provision of school facilities, counseling programs and techniques, and as discussed in a previous section, physical education and athletics, probably the most controversial areas.

Some of the school practices prohibited by Title IX include the following:

- refusing to admit students to courses on the basis of sex. Specific exemptions include human sexuality, which may be offered in a sex-segregated fashion, and chorus, which may require voice ranges of one sex predominately. Further, schools may separate students by sex in physical education classes where contact sports are involved. Also, students may not be grouped according to sex but may be grouped according to ability.
- maintaining sex-segregated interest clubs.
- assigning teaching duties on the basis of sex.
- employing counseling procedures (including tests, career materials and counseling techniques) which discriminate on the basis of sex.

- denying financial aid, benefits, or services to students on the basis of sex.

- discriminating on the basis of sex in providing work-study opportunities and placement of students in employment.

- bestowing student honors on the basis of sex.

- applying sex discriminatory regulations regarding students' marital or parental status.

- denying students the opportunity to participate in athletic competition on the basis of sex. Schools may continue to operate one-sex sports where competitive skill level or contact sports is concerned but they must provide for the other sex a sport in their area of interest. Schools are also required to provide comparable expenditures in sports of both sexes so as not to limit the opportunities of either sex.

- maintaining sex-discriminatory employment practices including hiring, recruiting, salaries, job classification, promotion, fringe benefits, marital or parental status.

One of Title IX 's strongest policies concerns schools of vocational education, an area where sex discrimination, bias and stereotyping has been particularly pervasive. Such schools are forbidden under Title IX from discriminating in admissions on the basis of sex nor may they deny students admission to courses on this basis. The law states:

> A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Vocational education schools are also forbidden to discriminate on the basis of marital or parental status and recruitment procedures and practices must also be non-discriminatory. Lawmakers, it seems, have recognized

the necessity of equal training opportunities for fair and unimpeded access to high paying, satisfying jobs for both sexes. It is in employment that the most obvious result of sex discrimination is revealed -- salary differences between females and males. This is a form of sex discrimination that most people can understand, which probably accounts for Title IX's strong, initial stand on vocational education.

The only schools subject to the anti-discrimination policy in admissions at all levels are public and private vocational education schools. The only other schools to which the admissions policy applies are integgrated public undergraduate colleges and public and private graduate and professional schools. Exempted are military schools, religiously controlled schools, undergraduate schools which have "traditionally" and "continually" admitted one sex, and undergraduate professional schools such as engineering and architectural schools. Further, local education agencies are permitted to deny admission to a school on the basis of sex if they make available for the excluded person another school comparable in policy, admissions, courses, services, and facilities. As some legal authorities have concluded, the "legislative preference for moving slowly in higher education" has left its mark in Title IX. Many schools are permitted to continue their discriminatory, practices and certain other schools, such as all-female and all-male schools are given seven years to change. With such permissiveness, Title IX can hardly be regarded as the last word in anti-sex-discrimination legislation.

A further problem with Title IX lies in its enforcement. The agency responsible for enforcement is the Office of Civil Rights within the Department of Health, Education and Welfare. The agency is extremely understaffed and ill-equipped to oversee the large number of schools within their jurisdiction. Also, there are no specific timelines for HEW investigations and decisions, so case resolution may be delayed for a long period of time.

Complaints regarding Title IX violations should be directed to the Director of the Office of Civil Rights. Office staff will investigate the complaint and conduct a hearing. If the complaintant is dissatisfied with the decision, she/he may appeal to the U.S. Court of Appeals.

The penalty for Title IX violations is withdrawal of federal funds. Just as in some of the other pieces of legislation, discrimination is allowed to continue if schools are willing to sacrifice federal money. Such a situation is unlikely, however, since most schools are heavily dependent on federal assistance.

Schools covered by Title IX must also conduct a self-evaluation of all of its policies, examine and identify practices which are discriminatory, and take remedial steps to eliminate the discrimination. They must notify students, staff and employees of their non-discrimination policy, appoint a person to monitor and coordinate compliance efforts, and develop and inform students and staff of a grievance procedure for handling Title IX complaints. Thus, an individual has an opportunity to have complaints resolved at the school level rather than going directly initially to the federal enforcement agency. These local grievance procedures should help resolve cases sooner, and help to avoid the large case build-up that so often has occurred within the Office of Civil Rights and the EEOC.

Another legal tool which may be used in sex discrimination complaints is the Equal Protection clause of the Fourteenth Amendment. This will be discussed immediately following the SELF CHECK.

SELF CHECK:

20. With some notable exceptions, Title IX covers schools at all levels who:

    a. admit both males and females
    b. receive federal funds
    c. receive more than $50,000 in federal funds
    d. provide technical and vocational training

21. Read the following situations. Place a check beside each one that is illegal under Title IX of the 1972 Education Act and in the space below each, explain why.

    a. _____ Mary and John both applied to Midtown University, a public University in their hometown. They both had equally high scores on the College Entrance Test although Mary had much better grades than John. Mary was rejected. John was accepted.

b. _____ George, a 10th grader, signed up for typing but when his counselor told him that boys wouldn't do well in typing because they have big knuckles, he withdrew from the course, even though he had earned a B during the first week of class.

c. _____ Susan and Bill were secretly married. Susan became pregnant. When their high school principal discovered it, he suspended Susan.

d. _____ Bob signed up for Home Ec. The teacher told him that since he was the only boy to sign up that he would disrupt the class and would, therefore, not be allowed to enroll.

e. _____ The girls' basketball team at Jones High was told that it would have to dissolve because the boys' team needed the gym to practice.

22. _____ schools are exempt from Title IX coverage.

a. military

b. vocational

c. professional

d. graduate

e. high

23. _____ is the agency responsible for Title IX enforcement.

a. EEOC

b. Bureau of Fair Labor Standards

c. Wage and Hour Division

d. Office of Civil Rights

24. The penalty for Title IX violation is:

a. payment of a penalty

b. withdrawal of federal funds

c. cut-back in staff

d. prison term for those responsible for the discrimination

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20. b; 21. They all illustrate illegal practices.; 22. a; 23. d; 24. b

The Equal Protection Clause of the Fourteenth Amendment[15]

The legal support some individuals have used to win sex discrimination cases is the Equal Protection clause of the Fourteenth Amendment. It states:

> No state shall...deny to any person within its jurisdiction equal protection of the laws.

In other words, states are to treat their citizens equally in their application of laws.

Note that the clause is limited to "state action." Private institutions such as private schools, banks and other private businesses are not covered here. Only those situations involving federal, state and local government are under the jurisdiction of this clause. Individuals who have complaints against private institutions must rely on other pieces of legislation for their legal defense.

In determining whether or not there has been a violation of the Fourteenth Amendment, courts will apply either the "reasonableness" test or the "strict scrutiny" test.[16] The reasonableness test is concerned with whether or not the state had a reasonable purpose in passing the law in question. Is there a difference between the two classes of people mentioned in the law that makes it reasonable for them to be treated differently? If the answer is yes, no violation of the Fourteenth Amendment is found. Such a decision has sometimes defeated sex discrimination charges. In the case of Goesaert v. Cleary, a male judge in Michigan, in applying the reasonableness test, ruled that women could not be bartenders. He concluded that prohibiting women from being bartenders would be a "reasonable" way to prevent moral and social problems.[17] Clearly, the judge's logic in this particular decision leaves something to be desired in the application of the reasonableness test.

Other decisions involving the strict scrutiny test have been more favorable. The strict scrutiny test has been applied more to cases of

race discrimination than sex discrimination. Recently, however, charges of sex discrimination under the Equal Protection clause have received more favorable outcomes when the courts applied the strict scrutiny test than when they applied the reasonableness test.

The strict scrutiny test requires that the court decide whether the state had an important purpose in passing the law in question and whether the classification established by the law accomplished the purpose for which it was intended. If the answer is yes, courts will not rule in favor of the complaintant.

In the case of Stanley v. Illinois, the court ruled in favor of the complaintant after the strict scrutiny test was applied. In this case, the court decided that a state law denying parental status to unwed fathers was in violation of the Equal Protection Clauses.[18] In another case, the Supreme Court ruled that women in the military did not have to prove their husband's dependency status in order to receive medical and housing benefits since men did not have to do so for their wives.[19] Thus, where possible, legal authorities encourage individuals to use the Fourteenth Amendment in addition to other pieces of legislation in charges of sex discrimination since courts increasingly are returning favorable decisions especially under the test of strict scrutiny.

To make a complaint under the Fourteenth Amendment, one need only find a lawyer. There is no requirement to file charges with a federal agency. Consequently, action is likely to be speedier than would be the case if one had to wait behind the backlog of cases currently plaguing most federal enforcement agencies.

Education Amendments of 1976[20]

The Education Amendments were approved in October, 1976 as an extension and revision of the Higher Education Act of 1965 and the Vocational Education Act of 1973. Several provisions in the Amendments are aimed at reducing the pervasive sex stereotyping present in state vocational education programs. States that establish an office for the elimination of sex stereotyping in education are to be awarded $50,000 annually which may be used for staff and special projects to overcome sex bias and additional funds for counseling training in techniques to overcome sex stereotyping.

States are also required to reveiw all vocational education programs in the state in order to identify and remedy instances of sex stereotyping. Data on the status of females and males in vocational education programs must be collected, analyzed and disseminated to state and federal personnel as evidence of states' efforts to eliminate sex stereotyping. Further, vocational education programs must insure that the interests and concerns of women are addressed in new and existing programs.

The potential effects of the Education Amendments in reducing sex stereotyping are especially promising since this is the first attention the federal government has given specifically to the problem of sex stereotyping in vocational education. The language of the Amendments spells out the debilitating effects of sex stereotyping and discrimination on equal employment opportunity and recognizes vocational training as a logical place to attack existing discrimination and biases that carry over into the work force.

As is true in several other pieces of legislation, sex discrimination and stereotyping is not forbidden by the Education Amendments. States are offered an incentive to study the problem of sex stereotyping in vocational education programs and take steps to remedy sexist practices. States may legally refuse the $50,000 annual incentive and continue to ignore existing inequities in their vocational education programs. Initial responses to the legislation, however, indicate that few states are likely to refuse to take advantage of the incentive.

SELF CHECK: Finished? See how well you do on this last set of questions.

25. The Equal Protection Clause of the _____ Amendment guarantees citizens equal protection of the laws.

26. The Equal Protection Clause is limited to agencyes and institutions under federal, state, or _____ jurisdiction.

27. Which of the following would <u>not</u> be covered under the Equal Protection Clause?

    a. a suit against a state college
    b. a suit against a division of city government
    c. a suit against a bank
    d. a suit against a private school for girls
    e. a and b
    f. c and d

28. To make a complaint under the Fourteenth Amendment one should:

    a. write to the Office for Civil Rights
    b. write to the EEOC
    c. contact the Attorney General of the state in which the discrimination occurred
    d. find a lawyer

29. The Education Amendments of 1976 provide financial incentives for States to eliminate sex stereotyping in _____ programs.

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25. Fourteenth; 26. local; 27. f; 28. d; 29. vocational education

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V. IN-SERVICE WORKSHOP

In-service workshops that combine general data, legal information and solution activities for instructors, counselors and administrators was the primary need identified by the survey sample of vocational administrators and sex bias elimination plans. In order to meet this need, SSI project staff developed a concise, two to three day workshop that addresses the major information needs articulated by administrators. Objectives and activities included in the workshop permit the facilitator to expand or eliminate selected activities; evaluation activities and additional suggestions are included as well. Figure 3 presents the workshop overview. It is followed by one copy of the materials needed to address each objective; some materials are North Carolina oriented since it was the contractually specified location.

OBJECTIVES	MATERIALS	ACTIVITY	EVALUATION	TIME	ADDITIONAL SUGGESTIONS
1. To familiarize participants with workshop content	- name tags - workshop outline assign code numbers for pre- and post-test survey	- Introduction of workshop leaders and participants - Explanation of workshop content and discussion of goals and objectives		30 min.	One might include a general group introductory exercise.
2. To introduce and dispel myths about sex roles	- Pre-Test Survey - Twenty Facts on Women Workers - The Myth and the Reality	- Participants' completion of Pre-Test Survey - Review and discuss answers to Pre-Test Survey	Group discussion of answers to Pre-Test Survey. Ask individuals to support their opinions with facts in group discussion. Use the pre-test survey a second time and note the precision with which facts have been learned.	30 min.	See that group is small enough to encourage and allow all participants to speak (no more than 12-14 per group). If group is too large, divide participants into smaller groups. Have participants complete survey before distributing the remainder of the materials.
3. To enable participants to identify and correct sexist terminology	- Copies of the school policies of each participant's school. - Copies of "Sexist Language"	Have participants review their school policies, looking for instances of implied or overt sexist references and language. Correct all sexist terminology using attached materials.	Group presentation and evaluation of findings. How many items were corrected --examine a sample of corrections for "missed" instances	30 min.	In addition to school policies, participants may analyze other school documents such as course descriptions, catalogues, yearbooks, disciplinary codes, etc. Even magazines and newspapers can be used.
4 a) To increase understanding of legal precedents for non-discrimination in employment on the basis of sex	Locating, Recruiting and Employing Women: An Equal Opportunity Approach (Chap. 4 - "Laws and Regulations Affecting Women Employees"; Chap. 5 - "The Affirmative Action Program; Appendices B, C, and E. (texts must be obtained separate from this volume)	Discuss the following with participants: Historical Development of Women in Careers I. Legal Background A. Women's Suffrage B. Equal Pay Act of 1963 C. Title VII of the Civil Rights Act of 1964 D. Executive Orders 11246 (as amended by 11375) E. Affirmative Action	Group Discussion 1. Evaluate your school's teacher and administrator hiring practices. 2. Are leave policies, seniority, promotions, fringe benefits, privileges, duties, raises, etc., equitable for both sexes?	1 hour	Have a speaker knowledgeable about affirmative action programs discuss affirmative action plans with the group and answer questions that they may have about the plans developed by their school.

Fig. 3. Workshop Overview

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OBJECTIVES	MATERIALS	ACTIVITY	EVALUATION	TIME	ADDITIONAL SUGGESTIONS
4.b. To consider the effects of changing life styles on sex roles	"Day Care in North Carolina" "Median Ages of Wives and Husbands at the Time of First Marriage" "Divorce Rate Per Thousand Population (in North Carolina, 1972)" "Life Expectancy for Females and Males (1900-1972)" "Family Life Cycle" "Comparison of the Educational Attainment of Women and Men (1940 and 1973)" "Educational Attainment in North Carolina" "Mobility of the U.S. Population--1963 and 1973"	II. Birth Control A. Smaller Families III. Day Care A. More Available B. Tax Deductible IV. Changes in the Characteristics of the Life Cycle A. More people are single longer B. Higher divorce rate C. Longer life expectancy for women than for men 1. Smaller proportion of the life cycle spent on childrearing V. Higher Educational Level VI. Increased Mobility VII. Economy A. Extra income needed VIII. Increase in available career choices (although still limited)	Group Discussion 1. What changes have occurred since the time of your birth that have affected the nature of sex roles? 2. What factors appear to influence sex role development? 3. Are there any societal changes likely to occur in the next 25 years that will affect sex roles? If so, what are they? 4. Is there sex bias in the hiring of custodial staff? Other school staff by position or subject taught?	1 hour	Transparencies may be used instead of handouts. - Discussions may be conducted in small groups, each electing a leader and a recorder. Each group will then present their findings to the larger group. (Note the sex of leaders and recorders. Are leaders males? Are recorders females?
	Locating, Recruiting and Employing Women: An Equal Opportunity Approach (Chap. 4, "The Equal Rights Amendment")	IX. Women's Rights Movement A. ERA B. National Organization for Women (NOW)	Group discussion of values and implications of ERA and the work of NOW. Develop a written set of recommendations for correcting inequities in hiring practices within your school system.	20 min.	Speakers from the League of Women Voters, ERA task force and/or NOW may be brought in--allow time for questions from the group.
	"Sexist Job Titles"	X. Decrease in the Number of Sexist Job Titles [Change sexist job titles to non-sexist ones]	Group discussion and evaluation of participant's non-sexist job titles	20 min.	Participants may work in groups or pairs on this activity.

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OBJECTIVES	MATERIALS	ACTIVITY	EVALUATION	TIME	ADDITIONAL SUGGESTIONS
5a) To identify instances of sex bias, sex stereotyping, and sex discrimination in the school system	"Education" "Community Colleges" "Total College Enrollment" "Bachelors Candidates-Masters Candidates" "Doctoral Candidates" "Professional Degrees" "Comparison of Male and Female Elementary and Secondary School Personnel" "Guide for Assessing Sexism in Schools"	- Complete the "Guide for Assessing Sexism in Schools"	Discussion - What can schools do to eliminate the biases that restrict students' choices? - After completing "Guide for Eliminating Sexism in Schools," design appropriate steps for eliminating instances of sexism that were discovered.	1 hour	
5. b) To identify instances of sex bias in school literature	Participants' student materials (textbooks, workbooks, etc.) Biased Textbooks: A Research Perspective by Lenore F. Weitzman and Diane Rizzo "Bias in School Text-Books: A Checklist"	Examine the student materials that you brought using "Bias in School Textbooks: A Checklist" as a guide	- Discuss findings as a group - Identify concrete, detailed plans to aid administrators in eliminating sexism in student materials.	45 min.	In addition to textbooks, other student materials may be analyzed as well using the checklist as a guide.
5. c) To identify instances of sexist teacher behavior in the classroom	"How Sexist Are You: A Test for Teachers" "Suggestions for Teachers" Video tape or film from a university School of Education, State Dept. of Public Instruction, or State Film Library on effective teaching (film should show a typical classroom in operation)	- Read and discuss as a group, "How Sexist Are You: A Test for Teachers" and "Suggestions for Teachers" - View the film or video tape, writing down all instances of sexist practices you observed.	- Participants should discuss their findings as a group. - Identify concrete, detailed plans to aid administrators in eliminating sexist teacher behavior in the classroom.	45 min.	Instruct participants to be particularly aware of interaction patterns in the film, i.e., Do males dominate class discussions? Does the teacher tend to call on males more often than females even though females have their hands up to be recognized? Is the teacher more tolerant of males' disruptive behavior than females'? Who talks the most in the film, males or females?
5. d) To identify instances of sexist counseling practices	Participants' counseling materials (tests, career information, etc.) "Suggestions for Counselors" "Guide for Eliminating Sexism in Interest and Ability Tests"	- After reading and discussing "Suggestions for Counselors," and "Guide for Eliminating Sexism in Interest and Ability Tests," examine the counseling material that you brought and write down all sexist language, references and procedures.	- Discuss findings as a group - Identify concrete, detailed plans for aiding administrators in eliminating sexism in counseling.	45 min.	

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OBJECTIVES	MATERIALS	ACTIVITY	EVALUATION	TIME	ADDITIONAL SUGGESTIONS
6. To assist participants in identifying non-sexist student materials which address the notion of sex bias	Materials from McGraw-Hill, Apt. Associates, Feminist Press, System Sciences, Inc., and similar sources Sample materials "When I Grow Up I'm Going to Be Married"	Participant inspection and review of materials, paying particular attention to: a. sentence structure b. vocabulary c. degree of stereotypic sex role behaviors d. organization e. content f. teacher directions	Group discussion of materials and suggestions for incorporation in the existing curriculum	1 hour	Review text and pictures from popular magazines and newspapers
7. To examine the nature and effects of sex bias, sex stereotyping and sex discrimination in the work force	"Women Workers in North Carolina" "Percentage of Women in the Medical, Legal, Engineering and Higher Education Professions in in Various Countries" "Percentage of Women in Various Occupations, 1950 and 1970"	- Small Group--What is the school's role in eliminating sexism in the work force?	Presentation of findings to larger group	1 hour	
8. To develop materials for overcoming sex stereotyping in occupational education	Participants' latest enrollment figures in occupational education programs Anonymous local plans to eliminate sex bias in vocational education "Local Plan Sheet"	- Small Group--Identify the instances of sexism you have observed in occupational education - Develop methods for overcoming those instances of sexism that you identified	Presentation of findings to larger group Write local plans to eliminate sex bias in vocational education.	60 min.	Address the task of preparing a local plan - construct administrative and impact objectives, general statement of purpose and coordinated list of activities.
9. To examine the effects of sex bias on disadvantaged students and other minority groups	"Welfare in North Carolina" Film: "I'm Glad I'm a He--I'm Glad I'm a She"	View film	- List the needs of disadvantaged girls in North Carolina (support ideas with facts) - Describe ways in which the school system can meet these needs	45 min.	
10. To explore the legal prohibition against sex discrimination in the school system	Titles VII and VIII of the Public Health Services Act Education Amendments of 1976 Equal Protection Clause of the 14th Amendment Locating, Recruiting and Employing Women: An Equal Opportunity Approach (Chap. 5, "The Affirmative Action Program)	Speakers: Title IX expert who is also knowledgeable about the other pieces of legislation	Complete Title IX exercises and discuss answers in large group	1 hour	Exercises may be completed individually or in groups

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	OBJECTIVES	MATERIALS	ACTIVITY	EVALUATION	TIME	ADDITIONAL SUGGESTIONS
11.	To examine the effects of sex bias on males	To be provided at the discretion of the speaker ... consider using attached materials "Perceived Male Stereotypes" "Perceived Male/Female Differences"	Speaker-Male from the General Assistance Center, State Department of Public Instruction, etc., who is knowledgeable about sex bias and its effects on males - Read and complete general tasks included in attached materials	Discussion: - What are the real differences between females and males? - How can the school system better meet the needs of males and eliminate the biases against them?	1½ hours	Instead of having a speaker, participants may meet in small groups and discuss these questions: - What does it mean to be masculine in terms of a- social characteristics? b- physicial characteristics? c- mental characteristics? d- emotional characteristics? - Are there things that you feel you can or cannot do because of your sex? If so, what are they? How would your life be different if you were a member of the opposite sex?
12.	To assist participants in identifying sources of assistance in eliminating sex bias in the schools.	To be determined by the speaker(s)	Speaker-State Department of Public Instruction	Questions and discussion from participants	1½ hours	Panel of speakers may be assembled for the purpose of identifying sources of assistance. Such individuals as consultants, directors of projects to eliminate sex bias in education, and individuals from the State General Assistance Center could be assembled to describe their areas of expertise, cost and availability
13.	To stimulate participants to think to the future in planning occupational programs for students.	"2,000 A.D."	In small groups, complete the "2,000 A.D." exercise	Discuss the exercise in the large group. Combine answers into a large master list.	45 min.	Have each participant rank the importance of each statement. Combine group ranks and select the five with the highest ranks for further consideration.
14.	To identify barriers to career development of students	Master list from the "2,000 A.D." exercise Answers to Part B of "2,000 A.D."	In small groups, identify barriers to the school's assisting the career development of students (at the administrative level)	Combine barriers into a master list in Large group, omitting duplications	45 min.	If the number permits, divide participants into five groups, with each group asigned one of the statements from the preceding exercise for which to develop barriers statements.
15.	To develop strategies for overcoming barriers to career development of students	Master list from previous activity	In small groups, devise strategies for overcoming barriers to the school's assisting the career development of students (at the administrative level)	Have each group report their findings to the larger group for comment and discussion	2 hours	Have small groups develop strategies for the five most important barriers they identified in the preceding exercise.

	OBJECTIVES	MATERIALS	ACTIVITY	EVALUATION	TIME	ADDITIONAL SUGGESTIONS
16.	To develop a plan for implementing strategies for overcoming barriers to the career development of students	List of strategies from each group from the previous activity	In small groups, develop a detailed implementation plan for each of the strategies identified in the previous activity. Each group will work with the strategies they develop.	Have each group present their findings to the large group for comment and discussion.	2 hours	
17.	To develop plans for a follow-up workshop	Implementation plans from previous activity "Worksheets"	Putting implementation plans into action- Participants should develop a plan of action for their schools based on the question: - What can the schools do at the administrative level to best assist the career development of all students? These plans of action should be specific, together with goals/objectives and time-tables. Group should decide when to have a follow-up workshop to report their progress, problems and successes in putting their implementation plans into action.	Group discussion of realism of their plans and timetables.	1½ hours	
18.	To evaluate the Workshop.	Post-Test Survey Workshop Evaluation Form	Take Post-Test Survey Complete Workshop Evaluation Form	Discussion of answers to Post-Test Survey. Participant's evaluative comments about workshop.	30 min.	

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WORKSHOP MATERIALS

The SCHOOL ADMINISTRATOR'S ROLE in the CAREER DEVELOPMENT of STUDENTS

A Note to Workshop Facilitators:

The purpose of this Workshop is to provide a learning and working environment for school administrators which will:

a) raise the level of awareness of the problem of sex bias, sex stereotyping and sex discrimination in school and society

b) cause administrators to see the relationship between sexism and restricted career development

c) stimulate administrators to identify methods for eliminating and preventing sexism in all levels of school

Population

Workshop content is geared specifically to public school administrators both at the state and at the local levels. Such individuals as the Director of Vocational Education, Title IX Coordinator, Special Education Coordinator, Career Education Coordinator, Personnel Director, Curriculum Specialist, Principal and any State Department of Public Instruction Personnel may logically be included as participants. Although intended for approximately 30 people, the number of participants may be expanded depending on physical space limitations at the workshop site.

The Facilitator(s) should be an individual knowledgeable about sex bias, especially sex bias in education, who has worked previously with school administrators and teachers and counselors as well. Such an individual could be on the staff of the State General Assistance Center, a Department of Public Instruction staff person, a consultant, staff member or director of a sex bias project. The Facilitator should also be knowledgeable about and have experience with the nominal group process, if it is to be the method used to complete objectives 13, 14, and 15. It would also be helpful to have one or two (depending on the size

Population (continued)

of the participant group) ancillary persons to distribute handouts, operate the film projector and monitor small group sessions.

Materials Needed:

Before arriving at the workshop, participants should:

1) Read the following concept papers: (included elsewhere in this volume)

   A) Stereotypes, Discrimination and Sexism: An Introduction

   B) Sex Stereotyping in the Schools

   C) Sex Stereotyping, Sex Bias, and Sex Discrimination in the Work Force

   D) Sex Discrimination and the Law

2) Bring a copy of:

   A) Their school policies, course descriptions, disciplinary codes, yearbooks

   B) Their latest enrollment figures in occupational education programs

   C) One of their student textbooks currently in use (preferable one with pictures)

   D) Their school's counseling materials (tests, scoring manual, and career information/brochures)

3) Upon arriving at the workshop participants will be provided with copies of:

Locating, Recruiting and Employing Women: An Equal Opportunity Approach by Cecelia H. Foxley

Biased Textbooks: A Research Perspective by Lenor J. Weitzman and Diane Rizzo

Education Amendments of 1976

Titles VII and VIII of the Public Health Services Act

Two films/tapes should be available:

1) "I'm Glad I'm a He--I'm Glad I'm a She". A film available for loan from the N.C. Department of Public Instruction, Raleigh, N.C. about disadvantaged high school females in North Carolina--Workshops conducted for administrators from states other than North Carolina should use films or alternative media presentations with subject matter relevant to their state.
2) A film or videotape of a classroom in operation---Most schools of education have in their film libraries films, videotapes or sound-slide shows of model teaching practices and teacher behavior--such films are particularly useful for identifying instances of sex bias in the classroom (especially since such films represent "model" classrooms).

The entire workshop should require approximately 23 hours of working time. Allowing for lunch and breaks, the workshop should encompass two to three full days. If three days are not available, it is possible to shorten the workshop either by omitting topics, decreasing the amount of time spent on each topic or a combination of both. Wherever possible, however, facilitators should arrange for a full three day block of time to devote to the workshop. This is advisable for two reasons:

1) In order to assist administrators in eliminating sex bias in the schools, it is necessary to first and foremost make them aware of the problem, which many are not. Awareness

involves much more than a simple presentation of facts about salaries, occupational educational enrollments, and so forth. Rather, it involves attitude changes. As most individuals who have tried to effect organizational change realize, attitude changes occur slowly. Concepts, ideas and statistics must have time to incubate and to be discussed. Without attitudinal awareness of the problem, the usefulness and meaning of the workshop will be diminished.

2) A large part of the workshop will be devoted to dealing with problems that participants themselves identify--Understandably, identification of problems and needs is facilitated by time, thought and the opportunity to interact with others in similar situations. Thus, the degree to which workshop objectives are accomplished depends largely on an adequate amount of time to devote to workshop activities.

WORKSHOP OUTLINE

I. Introduction

II. Myths About Sex Roles

III. Sexism in School Policies

IV. Legal Prohibitions Against Discrimination in Employment

V. Historical Development of Women in Careers

VI. Sexism in the School System

VII. Identifying Sources of Non-Sexist Material for Students

VIII. Sexism in the Work Force

IX. Sexism in Occupational Education

X. The Effects of Sexism on Disadvantaged and Other Minority Students

XI. Legal Prohibitions Against Sex Discrimination in the School System

XII. The Effects of Sex Bias on Males

XIII. Sources of Assistance in Eliminating Sex Bias in the Schools

XIV. Occupation Education: Planning for the Future

XV. Barriers to the Career Development of Students (at the Administrative Level)

XVI. Strategies for Overcoming Barriers to the Career Development of Students (at the Administrative level)

XVII. Developing Implementation Plans for Overcoming Barriers to the Career Development of Students (at the Administrative level)

XVIII. Design of Follow-Up Workshop

XIX. Workshop Evaluation

XX. Concluding Remarks

PRETEST SURVEY *

Code No._____

Directions: For each statement, please indicate in the blank to the left of the statement whether you

SA — strongly agree

A — tend to agree

D — tend to disagree

SD — strongly disagree

_____1. Generally speaking, women gossip more than men do.

_____2. Women tend to quit their jobs more frequently than men do.

_____3. Men teachers are better disciplinarians than women teachers.

_____4. Most women tend to lose their femininity when they perform "masculine" jobs.

_____5. Women tend to respond emotionally, men by thinking.

_____6. Children usually suffer when mothers work outside the home.

_____7. Most women really do not like to work under other women.

_____8. Most men really do feel superior to women.

_____9. Most women really prefer a strong, dominating male.

____10. Normal women find their greatest fulfillment at home as good wives and mothers.

____11. Women who work are taking jobs away from men.

____12. Birth control information and devices should be readily available to any female over age fourteen who requests them.

____13. Marriage is an institution that primarily benefits males.

____14. Industry and large school systems, etc., should provide free child care in order to enable mothers to continue working or preparing for a career.

____15. To make up for past discrimination, women should receive preference in promotions and hiring until the male-female ratio is balanced.

* Adapted from: Womanpower: A Manual for Worshops in Personal Effectiveness by Laura G. Manis. Carroll Press, 1977.

MYTHS AND MISCONCEPTIONS: WOMEN

Directions:

Listed below is a series of statements entitled, "Misconceptions or Facts?" Please indicate beside each statement whether you think the statement is a misconception (M) or a fact (F). Read the Department of Labor document, "The Myth and the Reality"; afterward, reexamine the statements.

_____1. A woman's place is in the home.

_____2. Women aren't seriously attached to the labor force; they work only for extra pocket money.

_____3. Women are out ill more than men workers; therefore, they cost the company more.

_____4. Women have a higher turnover rate than men.

_____5. Women don't work as long or as regularly as men; therefore, their training is costly, and largely wasted.

_____6. Women take jobs away from men; women should quit the jobs they now hold.

_____7. Women should stick to "women's jobs," and should not compete for "men's jobs."

_____8. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.

_____9. Women get married, then quit work.

_____10. Women are unfit for positions of responsibility.

_____11. Women are not career oriented.

_____12. Men don't like to work for women supervisors.

_____13. Women won't travel in a job.

_____14. Children of working mothers are more likely to become troublemakers than children of non-working mothers.

_____15. Housewives are happy women.

_____16. Education is wasted on women.

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D.C. 20210

THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.1/
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

SYSTEM SCIENCES, INC.

Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "Women's jobs" and shouldn't compete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

May 1974 (revised)

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D.C. 20210

TWENTY FACTS ON WOMEN WORKERS

1. Nine out of ten girls will work at some time in their lives.

2. A majority of women work because of economic need. About three-fifths of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than $7,000 a year.

3. More than 35 million women are in the labor force; they constitute nearly two-fifths of all workers. Some 4.5 million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.

4. More than half of all women 18 to 64 years of age are workers.

5. About one-fourth of all women workers hold part-time jobs.

6. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.

7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 36 years.

8. The more education a woman has, the greater the likelihood she will seek paid employment. More than 3 out of 5 women 45 to 54 years of age with 4 or more years of college are in the labor force.

9. The number of working mothers (women with children under 18) has increased about ninefold since 1940. They now number 13.0 million, an increase of 3.7 million in the last decade.

10. The 4.8 million working mothers with children under 6 in 1973 had 6.0 million children under 6; the estimated number of licensed day care slots is 920,000.

11. Women workers are concentrated in low-paying dead end jobs. As a result, the average woman worker earns less than three-fifths of what a man does, even when both work full time year round.

12. Unemployment was lowest for white adult males (2.9 percent) and highest for minority teenage girls (34.5 percent) in 1973.

White adult women	4.3 percent
Minority adult men	5.7 percent
Minority adult women	8.2 percent
White teenage boys	12.3 percent
White teenage girls	13.0 percent
Minority teenage boys	26.9 percent

13. Among all families, about 1 out of 8 is headed by a woman; almost 3 out of 10 black families are headed by women. Of all women workers, 1 out of 10 is a family head; 1 out of 5 minority women workers is a family head.

14. Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women.*

15. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families 11 percent have incomes below $4,000 if the wife does not work; 3 percent, when she does work.

16. The average woman worker is slightly better educated than the average man worker. Women have completed a median of 12.5 years of schooling; the median for men is 12.4 years.

17. Women are about two-fifths of all professional and technical workers but less than one-fifth of all nonfarm managers and administrators.

18. Women are 77 percent of all clerical workers but only 5 percent of all craft workers.

19. The median wage of full-time year-round private household workers was only $2,365 in 1972. Effective May 1, 1974, most private household workers were covered by Federal minimum wage and overtime legislation.

20. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

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*Classified as poor were those nonfarm families of four with total income of less than $4,275 in 1972.

Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education, and Welfare, National Center for Social Statistics; U.S. Department of Labor, Bureau of Labor Statistics and Wage and Hour Division, Employment Standards Administration.

June 1974

SEXIST LANGUAGE

Sex Bias in Language -- Does It Matter? *

The English language is male dominated; "man" refers to all of us; "he" is used as the general impersonal pronoun.

While many people dismiss this problem as trivial, language not only mirrors thought, it also shapes it. For instance, consider the problem a woman consultant may have in being taken seriously, if she is first introduced as a "pretty little thing."

Scientific evidence is available: Linda Harrison, in an article called "Cro-Magnon Woman" published in The Science Teacher, April 1975, demonstrated that use of words such as "man" and "he" does shape children's images.

She asked 3 groups of Junior High science students to draw pictures and assign first names to match several sentences. Among those were:

1. Draw three examples of early man and the tools you think he used in daily life.
2. Draw two early men who had just learned the use of fire, cooking an evening meal.
3. The infants of early man were not able to care for themselves. A long period of nurturing was necessary for survival. Draw some early men (including children) showing situations of nurturing.

Each group received a different form of the same sentences, identical except for the terms referring to people. Survey I used man, men, mankind, he. Survey II used humans, people, they. Survey III used men and women, they.

Among the results:

Many students drew exclusively males, for all questions.

Survey	I	II	III
Male Students	42%	17%	2%
Female Students	9%	2%	1%

Conclusion: Although general terms are supposed to include both men and women, they clearly have great impact on mental images. Males are especially likely to visualize only men. In addition, a small number of students drew only men even when the terms said "men and women" and the sentences referred to cooking and child care. No student drew females only for every item.

* (Adapted from Bill Spooner and Amanda Smith, N.C. State Department of Public Instruction.)

Writing Rules

All school materials should conform to the following rules to avoid sexist language and artwork:

1. Avoid the use of sex references in job titles. Titles should conform to the Census Bureau's occupational classification system and the 1976 edition of the Dictionary of Occupational Titles.

   -- Longshore workers instead of longshoremen.

2. Avoid the use of male and female gender word forms.

   -- Aviator to include men and women pilots, not aviatrix.

3. Include both sexes by using terms that refer to people as a whole.

   -- Human beings or people instead of mankind.

4. Avoid the use of masculine and feminine pronouns or adjectives in referring to a hypothetical person or people in general. Change sentences such as: The average American worker spends 20 years of his life in the workforce.

   -- By rewording to eliminate unnecessary gender pronouns and adjectives. (The average American worker spends 20 years in the workforce.)

   -- By recasting into the plural. (Most Americans spend 20 years of their lives in the workforce.)

   -- By replacing the masculine or feminine pronoun or adjective with "one," "you," "he or she," "her of him," or "his or her." (An average American spends 20 years of his or her life in the workforce.)

5. Refer to both men and women in such generic terms as economist, doctor, or lawyer. Identify sex through the use of pronouns.

   -- The lawyer made her final summation.

6. "Their" and "they" may be used instead of "his" or "her" if these latter pronouns are creating problems. Change sentences such as: Every student hung-up his coat.

   -- By rewording to a time-honored usage of the singular "they" (Every student hung-up their coat.)

7. Avoid the use of stereotyped terms or expressions such as "man-sized" job.

   -- Employee-years and employee-hours (or staff-hours) instead of man-years and man-hours.

8. The use of artwork in publications should conform to the following guidelines:

   a. Strive to use racially and sexually balanced designs.

   b. Depict both men and women in artwork on general subject matters.

   c. Show men and women in a variety of roles in photographs, illustrations, and drawings.

   -- Show women and men as managers and skilled laborers.

DAY CARE IN NORTH CAROLINA

MANY PARENTS NEED DAY CARE FOR THEIR CHILDREN...

Forty-five percent of the mothers with children under six years old are in the labor force. This means that 161,000 women have 214,000 children who need day care services. Many of these mothers must work to support themselves and their families.

HOWEVER, THERE IS A GREAT SHORTAGE OF DAY CARE FACILITIES...

In 1973 the Learning Institute of North Carolina (LINC) conducted a survey of day care facilities in North Carolina, probably the most comprehensive study of its kind. This study and the North Carolina Office of Child Day Care Licensing report over 1600 day care centers across the state licensed by the Office of Child Day Care Licensing. These centers provide spaces for 65,000 children. Since more than 214,000 children need day care facilities, 149,000 children "are either in day care homes, are looked after by relatives in the home, are cared for in places unknown to the local volunteers who conducted the LINC survey, are uncared for, or are cared for by their mothers -- who want to work or need to work, but are unable to because they can't find a suitable day care arrangement."[1] Over half of the child care services identified by the LINC survey have waiting lists.

THE COST OF QUALITY DAY CARE IS PROHIBITIVE FOR PARENTS...

Child care is a major industry in North Carolina, with projected operating costs of approximately $80 million annually. The average cost per child is $744 per year. Because of the minimal licensing requirements, much of this day care assures only the health and safety of the child, without providing a comprehensive quality program for educational, physical and social development.

LINC estimated that quality day care would cost roughly $2,000 per year for each child. With almost 90% of all day care facilities presently relying on parents' fees for all or part of their operating costs, parents cannot be called on to supply additional funds. Most could not afford additional costs. (Note income levels in Figure 2-17). On this basis, the LINC survey recommended "that high quality, flexible, comprehensive child care be made available to all parents who want it and need it, at a price they can afford to pay."[2]

1. Learning Institute of North Carolina (LINC) Survey, North Carolina Office of Child Day Care Licensing and Commission on the Education and Employment of Women, mimeographed, 1974.
2. Ibid.

Source: North Carolina Commission on the Education and Employment of Women: The Status of Women in North Carolina. First Edition, 1974.

Median Ages of Wives and Husbands

At the Time of First Marriage

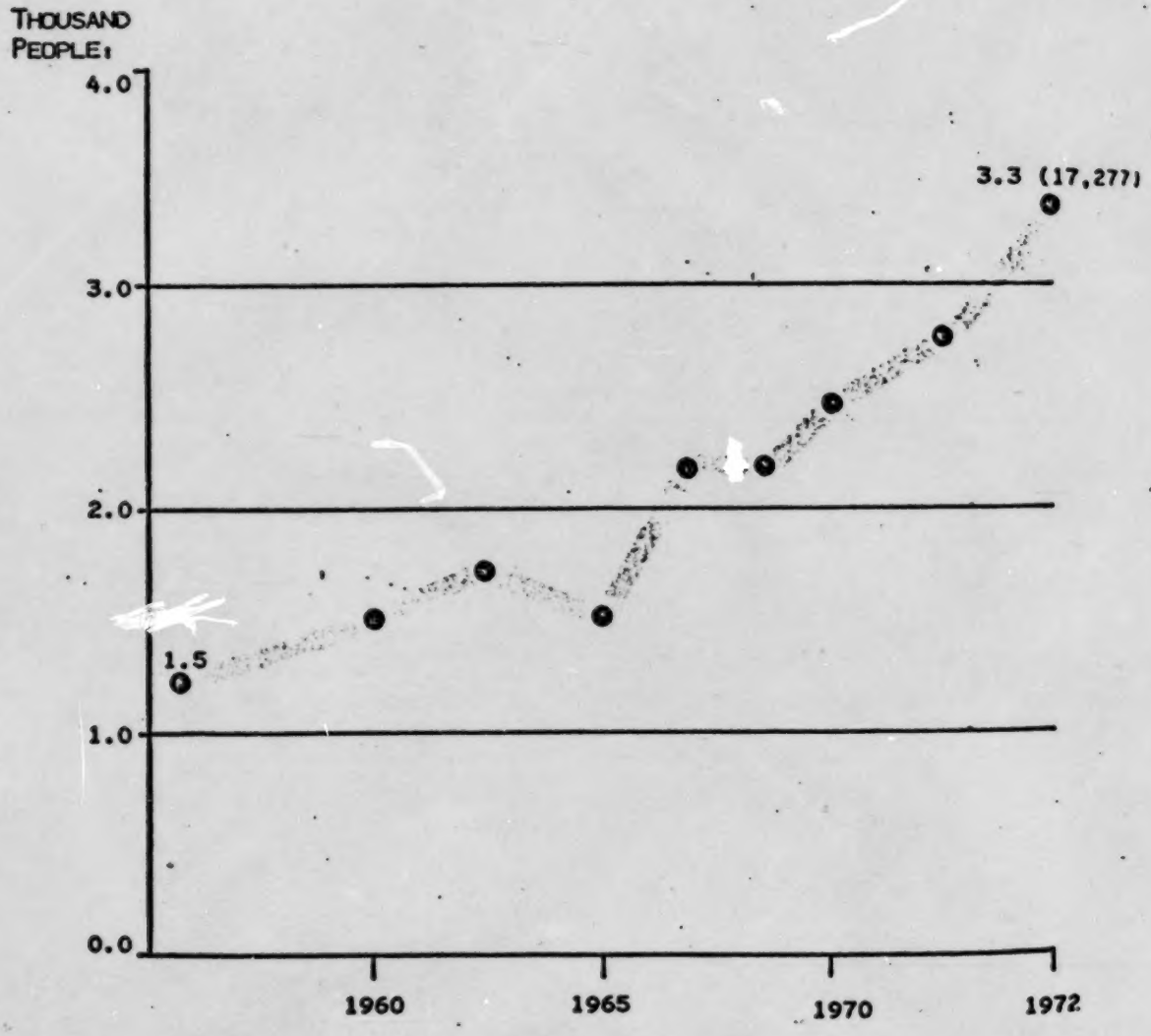
	1890	1950	1960	1970	1973
Wife	22.0	20.1	20.2	20.8	21.0
Husband	26.1	22.8	22.3	23.2	23.2

Source: Statistical Abstract of the United States - 1974. U.S. Department of Commerce, Bureau of the Census (95th ed.). Washington, D.C.

THE DIVORCE RATE IN NORTH CAROLINA DOUBLED FROM 1962 TO 1972.

In 1962 there were 15 divorces for every 1,000 people; in 1972 there were 33 divorces for every 1,000 people

DIVORCE RATE PER THOUSAND POPULATION:
(IN NORTH CAROLINA, 1972)



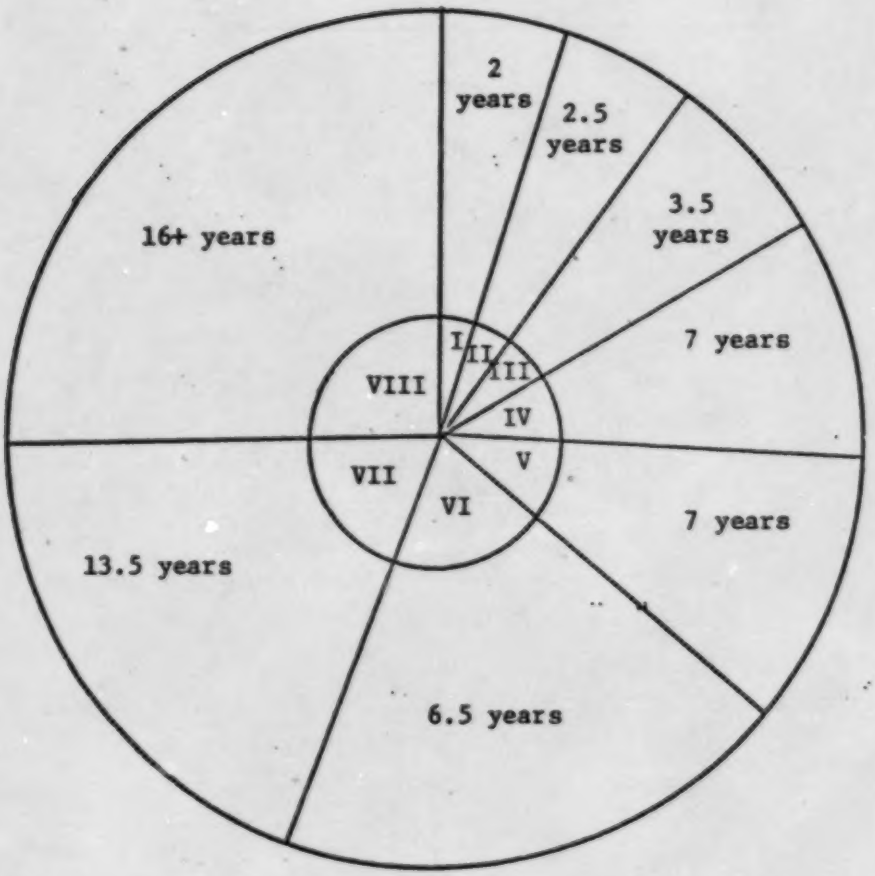
Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

Life Expectancy for Females and Males (1900 - 1972)

	Females	Males
1900	50.0	48.0
1920	54.6	53.6
1930	61.6	58.1
1940	65.2	60.8
1950	71.1	65.6
1960	73.1	66.6
1970	74.8	67.1
1972	75.2	72.1

Source: Statistical Abstract of the United States - 1974. U.S. Department of Commerce, Bureau of the Census. (95th ed.). Washington, D.C.

Family Life Cycle



I. Beginning Families (married couple without children)

II. Childbearing Families (oldest child: birth - 30 months)

III. Families with Pre-School Children (oldest child: 30 months - 6 years)

IV. Families with School Children (oldest child: 6-13 years)

V. Families with Teenagers (oldest child: 13-20 years)

VI. Families as Launching Centers (first child gone to last child leaving home)

VII. Families in the Middle Years (empty nest to retirement)

VIII. Aging Families (retirement to death of both spouses)

Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

Comparison of the Educational
Attainment of Women and Men
(1940 and 1973)

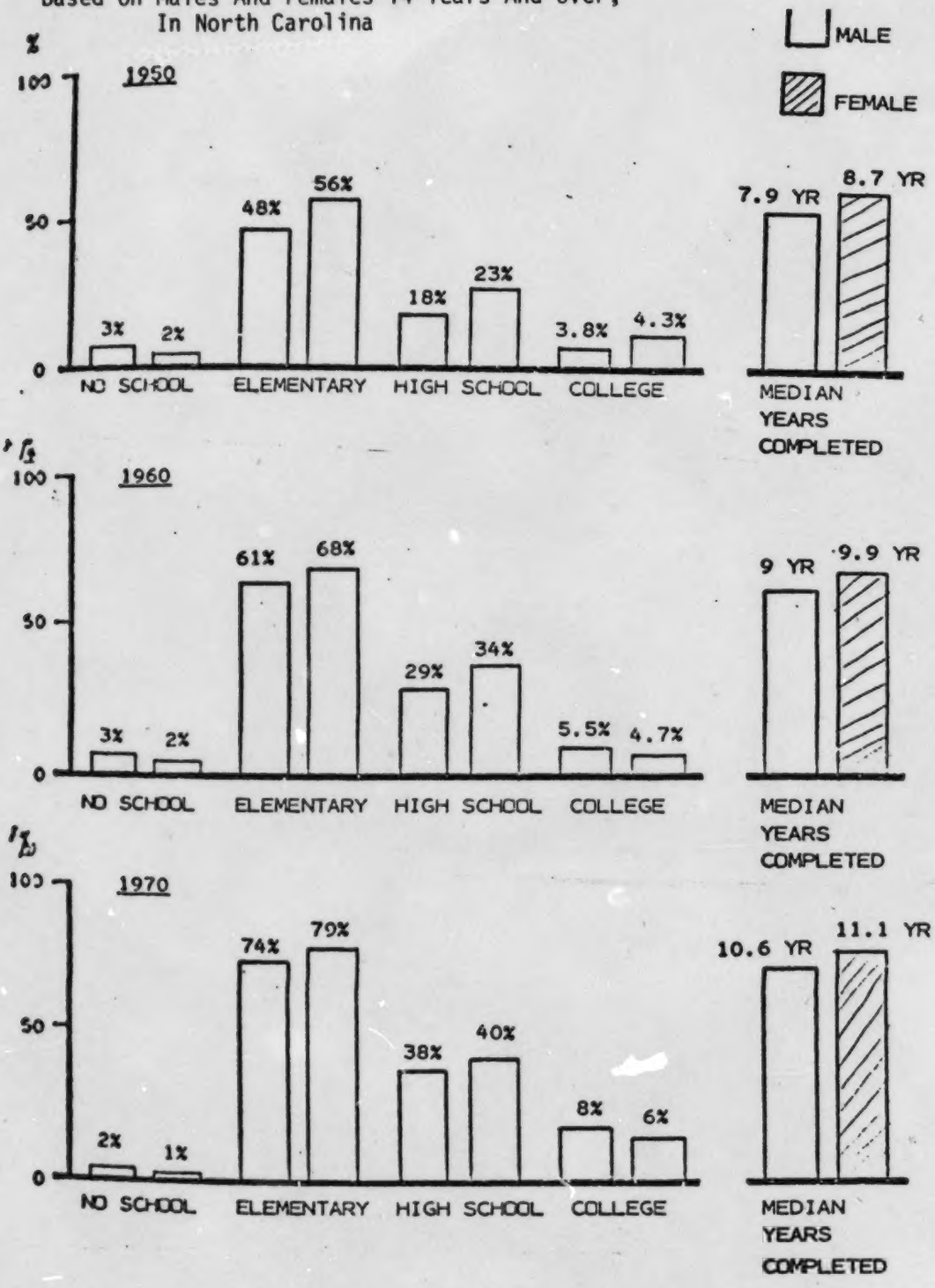
Mean Years of School Completed
by Women and Men Workers
18 - 64 Years of Age

1940		1973	
Females	Males	Females	Males
9.8	8.6	12.1	12.0

Source: U.S. Department of Labor, Women's Bureau. 1975 Handbook On Women Workers. (Bulletin 297). Washington, D.C.

EDCUATIONAL ATTAINMENT IN NORTH CAROLINA

Education Completed:
Based On Males And Females 14 Years And Over, In North Carolina



Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

Mobility of the U.S. Population --
1963 and 1973

	1963		1973	
	Females	Males	Females	Males
Moved	19.7%	20.5%	36.7%	35.7%
Did not move	80.3%	79.5%	63.3%	64.3%

Source: Statistical Abstract of the United States--1974--
U.S. Department of Commerce, Bureau of the Census.
(95th ed.). Washington, D.C.

SEXISM IN JOB TITLES

Directions

Change the following occupational titles to non-sexist titles.

Maids (private) _____

Salesmen _____

Cranemen _____

Forgemen and Hammermen _____

_____

Clergymen _____

Public relations men _____

_____

Credit men _____

Newsboys _____

Office boys _____

Foreman _____

Dressmakers and Seamstresses _____

_____

Boatmen and Canalmen _____

Fishermen and Oystermen _____

Longshoremen _____

Chambermaids and maids _____

_____

Busboys _____

Airline Stewardesses _____

_____

Firemen _____

Policemen _____

Laundresses _____

Pressmen _____

How closely do your answers approximate these possible alternatives?

Private household cleaners
Sales workers
Crane operators
Forge and hammer operators
Clergy
P.R. specialists
Credit and collection managers
Newspaper carriers
Office helpers
Blue collar worker
Supervisor
Dressmakers

Boat operators
Fishers, hunters, trappers
Longshore workers
Lodging quarters cleaners
Waiters' assistants
Flight attendants
Fire fighters
Police
Launderers
Printing press operators

EDUCATION

MALES AND FEMALES BEGIN THEIR EDUCATION IN APPROXIMATELY EQUAL NUMBERS AND ACADEMIC ABILITIES.

MORE FEMALES COMPLETE ELEMENTARY AND HIGH SCHOOL.

HOWEVER, MORE MALES FINISH COLLEGE.

THE PERCENTAGE OF FEMALES RECEIVING DOCTORAL AND PROFESSIONAL DEGREES IS VERY SMALL.

FEW WOMEN HOLD HIGH ADMINISTRATIVE POSITIONS IN ELEMENTARY AND SECONDARY SCHOOLS.

ONLY A SMALL PERCENTAGE OF THE FACULTY IN HIGHER EDUCATION FACILITIES ARE WOMEN, AND THEY MAKE LESS MONEY THAN MALE FACULTY MEMBERS.

Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

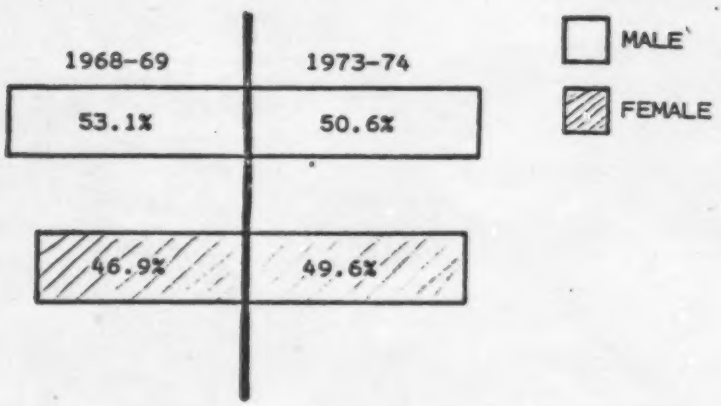
Community Colleges

Community colleges are becoming an important educational avenue in North Carolina. Enrollment has increased well over 50% since 1968, and now numbers over 400,000.

Female enrollment increased until 1974 to almost half of the total enrollment. Females constituted a majority of those enrolled in general education and general adult extension programs. However, they composed much smaller percentages of the technical, vocational and college transfer area

COMMUNITY COLLEGE ENROLLMENT:

FIGURE 1-5



NOTE: DATA WAS UNAVAILABLE PRIOR TO 1968.

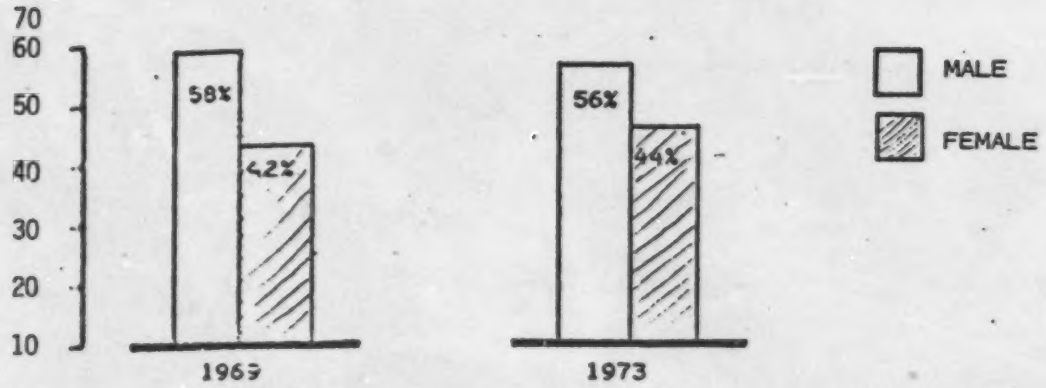
Area of Study	Female Percentage of Total Enrollment (1973-74)
College transfer	39.5%
General education	56.9%
Technical	39.2%
Vocational	25.6%
Adult education	43.7%
General adult extension	74.7%
Occupational extension	50.1%
TOTAL	49.6%

Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

TOTAL COLLEGE ENROLLMENT

MORE MALES THAN FEMALES ARE ENROLLED IN INSTITUTIONS OF HIGHER LEARNING...

Total College Enrollment:



Note: Enrollment figures in Figure 1-6 include total enrollment in institutions of higher education in North Carolina (undergraduate, graduate, professional) except community colleges. For community colleges, only enrollment in college parrallel programs is listed. Data was unavailable prior to 1969.

Type of Institution	Female Percentage of Total Enrollment
Public senior universities (Four-year colleges)	45%
Private senior universities (Four-year colleges)	45%
Junior colleges	46%
Community colleges	37%
Military schools	16%
Theological Schools	34%
TOTAL	**44%**

Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

Bachelors Degrees

Obj. 5a.

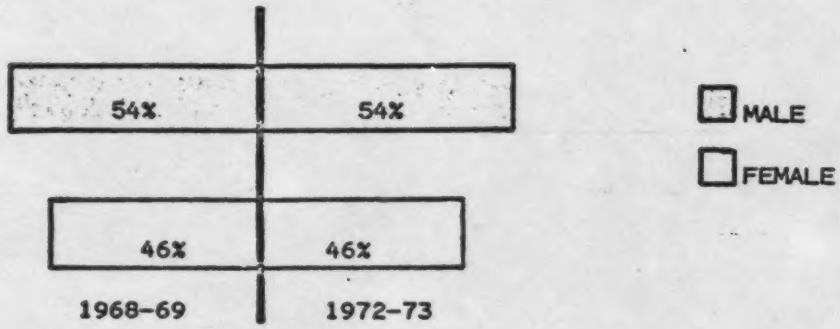
The percentages of men and women earning bachelors degrees were the same in 1973 as in 1968:

54% for males and 46% for females.

Males outranked females in actual numbers, as well as percentages.

Of the women who graduated from college, the majority received degrees in education, English and social sciences.

BACHELORS CANDIDATES:



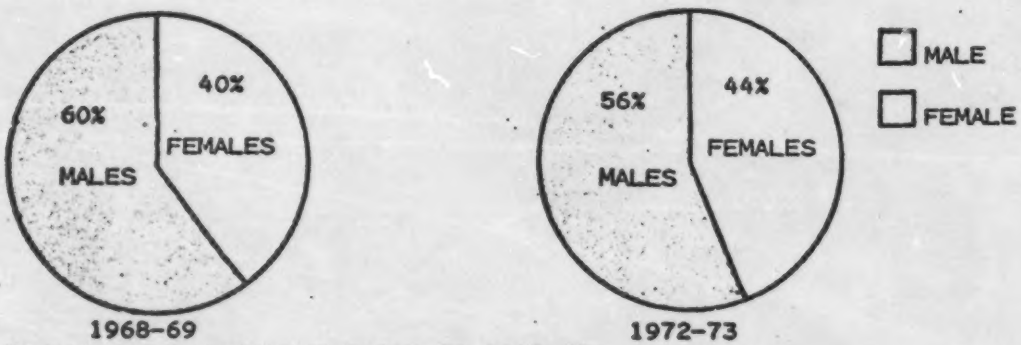
NOTE: DATA WAS UNOBTAINABLE PRIOR TO 1968.

Masters Degrees

Since 1968 the percentage of females receiving masters degrees has increased so that by 1973, it almost equaled the percentage receiving bachelors degrees.

In 1973 almost half of the masters degrees earned by women were in education.

MASTERS CANDIDATES:



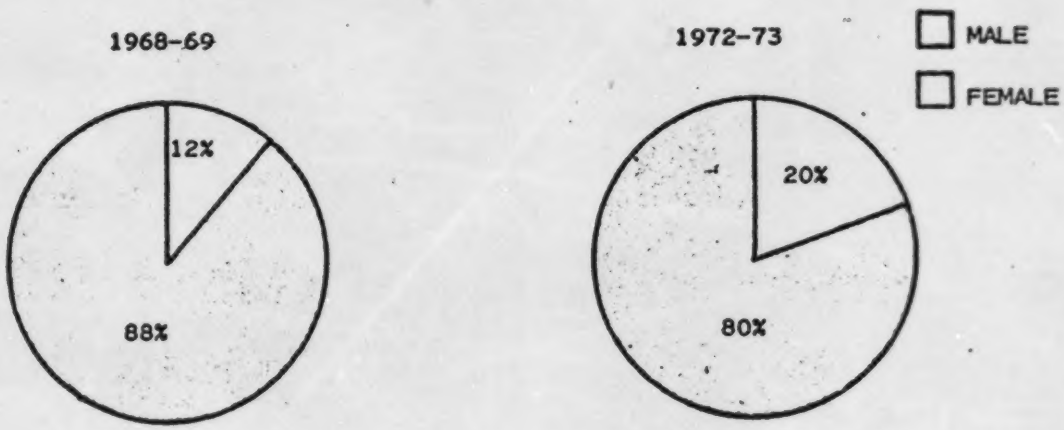
NOTE: DATA WAS UNOBTAINABLE PRIOR TO 1968-69.

Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

Doctoral Degrees

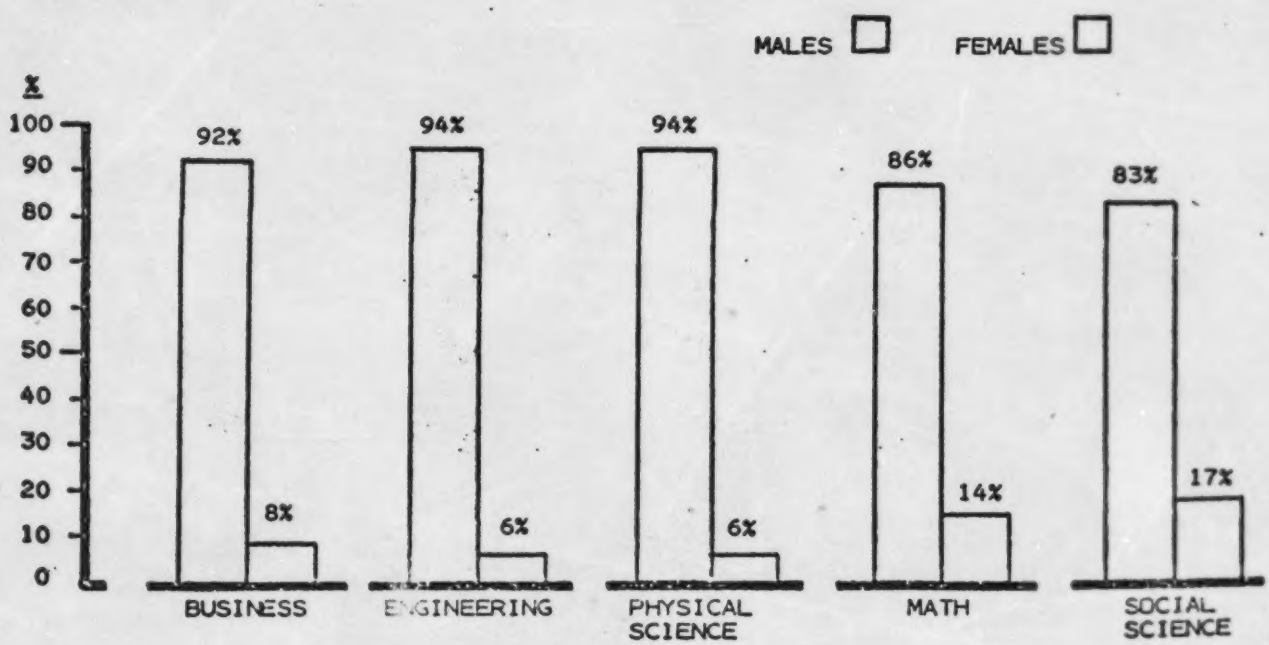
The percentage of women enrolled in doctoral degree programs in North Carolina has markedly increased since 1968. Despite this increase, the disparity between the sexes at this level of higher education is tremendous. Below is shown the percentages of women in selected areas of study in doctoral programs.

DOCTORAL CANDIDATES:



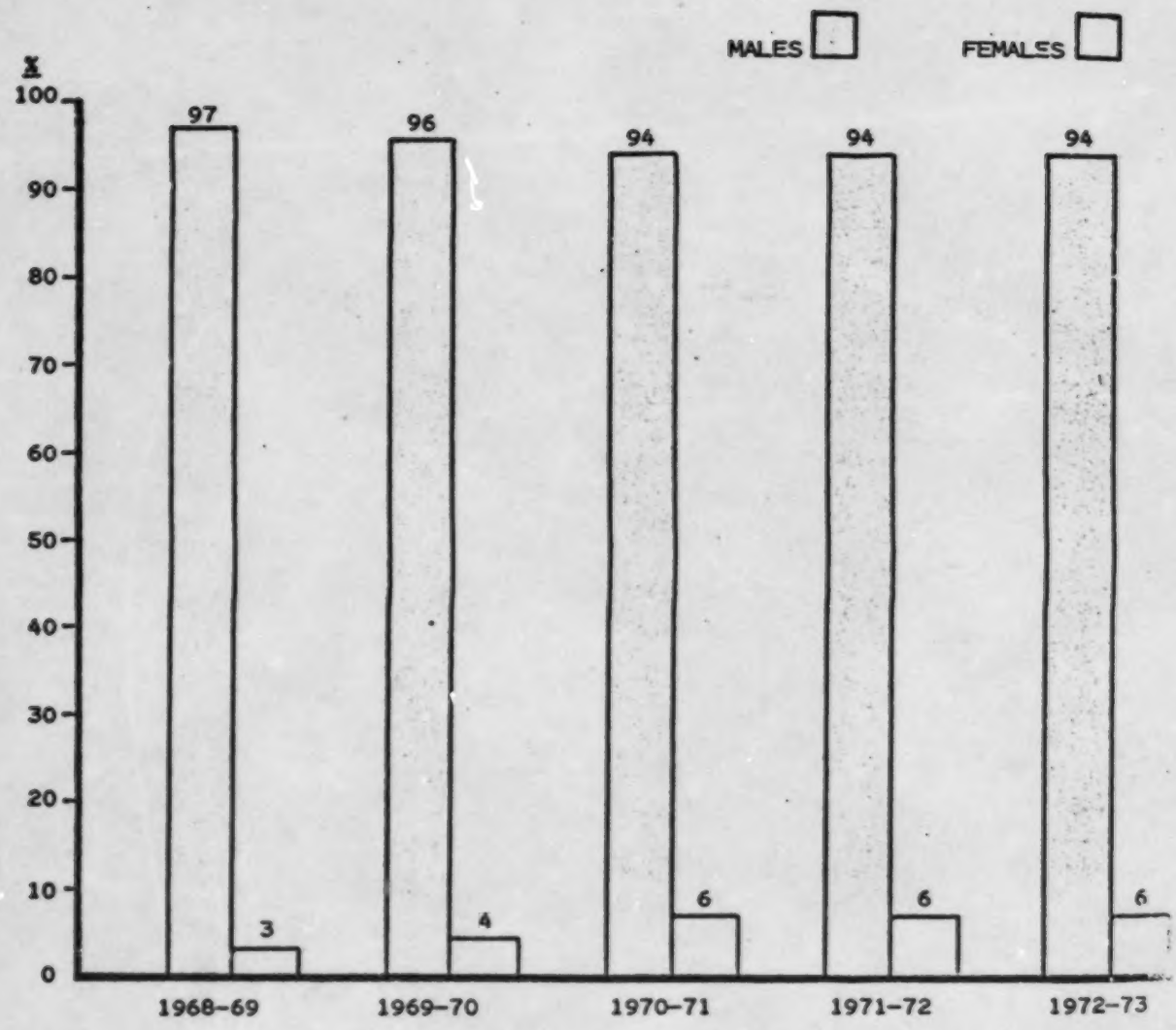
NOTE: DATA WAS UNAVAILABLE PRIOR TO 1968-69.

SPECIAL SUBJECTS:
(1972-73)



Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina, First Edition, 1974.

PROFESSIONAL DEGREES:



NOTE: DATA WAS UNOBTAINABLE PRIOR TO 1968.

The number of men and women awarded professional degrees increased each year from 1968 to 1973. In fact, the percentage of women doubled since 1968; however, women still constituted an extremely small percentage of those receiving professional degrees in 1973. Professional degrees include medicine, law, dentistry and theology.

Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

WOMEN RATE LOWER THAN MEN IN LEVEL OF POSITION AND SALARY IN SCHOOL-RELATED JOBS...

Elementary and Secondary

Statistics by sex on school personnel were available only for 1972-73 and 1973-74. Even with a two-year comparison, some relevant facts emerged. Females constituted a clear majority of the teachers, supervisors and guidance counselors. But very few were assistant principals, principals and assistant superintendents. Of particular importance: There were no female superintendents in North Carolina.

COMPARISON OF MALE AND FEMALE ELEMENTARY AND SECONDARY SCHOOL PERSONNEL:

	1972-73			1973-74		
	MALE	FEMALE	FEMALE %	MALE	FEMALE	FEMALE %
TEACHERS						
ELEMENTARY	4,069	30,095	88%	4,211	31,706	88%
SECONDARY	7,685	10,402	58%	7,847	10,708	58%
PRINCIPALS						
ELEMENTARY	1,280	160	11%	1,303	160	11%
SECONDARY	485	4	1%	493	5	1%
SUPERINTENDENTS	151	0	0%	152	0	0%
ASST. & ASSOC. SUPERINTENDENTS	191	7	4%	196	8	4%
ASST. PRINCIPALS	(NOT AVAILABLE FOR 1972-					
ELEMENTARY	73, INCLUDED UNDER			236	42	15%
SECONDARY	TEACHERS)			364	22	6%
SUPERVISORS	243	413	63%	232	359	61%
(INCLUDED UNDER TEACHERS)						
GUIDANCE						
ELEMENTARY	40	173	81%	53	199	79%
SECONDARY	163	429	73%	170	452	73%

Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

Guide for Assessing Sexism in Schools

I. - Staffing

A. General

1. Percentage of the teaching staff which are female _____.
2. Percentage of the administrative staff which are female _____.
3. Percentage of permanent staff positions filled by females _____.
4. Percentage temporary staff positions filled by females _____.
5. Percentage of department head and supervisory positions filled by females _____.

B. Hiring Practices

1. Are the same search, recruitment and interview techniques used with females and males?_____
2. Are special sources and contacts consulted for the purposes of rrecruiting qualified females? _____
3. Are women and men with comparable experience, education, and training hired at comparable levels and at equal salaries? _____
4. Are decisions involving the hiring of females based on stereotypic assumptions about female workers such as family responsibilities, willingness to relocate and husband's occupation?
5. Do contracts include provisions for childbearing leave without penalities such as reduction in level of pay or position? _____
6. Are fringe benefits the same for all employees?

C. Work Assignment

1. Are females and males clustered in certain subject areas, job levels/classification, departments or divisions? _____
2. Do job categories with the same job descriptions, level of responsibility, etc. have the same title and pay? _____

D. Promotion

1. Are females encouraged to gain the education necessary in order to receive promotions?
2. Are promotion policies distributed to and applied to both sexes? _____
3. Are evaluations and awarding of merit based on job performance rather than sex? _____
4. Are females promoted as frequently as men at all levels? _____
5. Are raises accompanying promotions awarded equally to females and males? _____

E. Retirement

1. Are retirement policies for women and men equal, equally interpreted and applied? _____

F. Tenure

1. Are there approximately equal numbers of tenured female and male faculty and staff? _____
2. Are the same tenure policies applied to females and males? _____

II. Instruction

A. Curriculum

1. Are students excluded from some courses because of sex? _____
2. Do course titles include the generic male pronoun? _____
3. Do courses, where appropriate, include information about women? _____
4. Are sex bias, sex stereotyping and sex discrimination discussed in appropriate courses?
5. Are decisions about curriculum matters made in a non-sexist fashion? _____
6. Are course descriptions written in a non-sexist fashion? _____

B. Instructional Materials

1. Are decisions about instructional materials made with the elimination of sex bias in mind? _____
2. Are instructional materials presently in use sex biased? _____

3. Is there a procedure for modifying or getting rid of sexist materials currently in use? _____

C. Textbooks, films, slides:

1. General

a. Are specific traits, jobs, abilities, aspirations associated mainly with one sex? _____

b. Are most females characterized as weak, passive, fearful, irrational, dependent, dainty, pretty or non-aggresive? _____

c. Are most males characterized as active, independent, brave, curious, intelligent, achieving, practical, rational, or assertive?

d. Is there little attention devoted to women's accomplishments in a wide variety of fields? _____

2. English/literature books

a. Are women and girls pictured as often as men and boys? _____

b. Are females solving their own problems? _____

c. Are females' roles as varied as men's roles? _____

d. Are females' accomplishments rather than their physical appearance and clothes emphasized? _____

e. Are derogatory and insulting terms omitted (such as old maid, sissy, tomboy)? _____

f. Are biographies of women included? _____

g. Are selections by and about women included? _____

h. Are the roles and attitudes toward women discussed in the context of the era under study? _____

i. Are sexist language and vocabulary omitted? _____

j. Where both masculine and feminine pronouns are used, is the sequence alternated such that she/he and he/she occur with at least equal frequency rather than having the masculine pronoun always appear first? _____

3. History

a. Are the roles of women and men given equal treatment and regarded as equally important? _____

b. Are women shown in a variety of roles? _____

c. Are women presented in non-stereotyped roles? _____

d. Is the women's movement treated as a serious and continuing social movement rather than a frivilous whim that ended with the right to vote? _____

e. Are terms, language and phrases avoided that ignore or fail to mention women's roles in the founding of our country? _____

f. Is sexist language such as the generic mankind, men, etc. used? _____

4. Sociology and Psychology

a. Are femininity and masculinity described as a product of social conditioning rather than heredity? _____

b. Are neo-Freudian theories and those of female psychiatrists included? _____

c. Do marriage and family living courses include discussions and information on alternative life styles such as single living? _____

d. Do courses on human growth and development discuss individual growth and self-actualization rather than conformity to a statistical norm? _____

e. Are social problems discussed as problems of society rather than ones caused by women or changing women's roles? _____

f. Are changing female/male roles discussed positively in the context of a changing society? _____

5. Economics

a. Is information on women in the labor market included? _____

b. Is sex discrimination discussed? _____

c. Is the position of women under different economic systems discussed? _____

d. Is sex stereotyping and sexist language avoided? _____

6. Political Science

a. Is the legal status of women discussed? _____

b. Is the underrepresentation of women in government discussed?

c. Are top government positions involving authority, responsibility, policy-making discussed as appropriate for women as well as men? _____

7. Mathematics

a. Are females and males discussed and depicted in nonstereotyped roles? _____

b. Are implications that women are incompetent in math avoided? _____

8. Home Economics/Industrial Arts

   a. Are activities included discussed as appropriate for females and males? _____

   b. Are careers and jobs mentioned as appropriate for females and males? _____

9. Fine Arts

   a. Are the achievements of women discussed with equal detail and seriousness as the achievements of men? _____

   b. Are sex biased language, references and descriptions omitted? _____

   c. Do discussions of artistic ability avoid implications that such ability is genetically associated with maleness or femaleness? _____

   d. Do art history texts regard domestic crafts as important contributions? _____

10. Sex Education

   a. Do discussions of marital life emphasize the importance of wife/husband equality? _____

   b. Are the social and political ramifications of the double standard discussed? _____

   c. Are child care, reproduction and birth control regarded as the equal responsibility of females and males? _____

   d. Is the definition of sexuality a non-stereotyped one? _____

11. Science

   a. Are the discoveries and achievements of women discussed with equal seriousness as those of men? _____

   b. Are the language, problems and examples non-stereotyped? _____

III. Guidance and Counseling

A. Counseling Methods

1. Are students encouraged to make career decisions on the basis of their interests and abilities rather than their sex? _____

2. Are students discouraged from taking classes because of their sex? _____

3. Are non-traditional career alternatives pointed out to students? _____
4. Are work-study assignments made in a non-sexist fashion (both in terms of the students involved and the types of work assigned)? _____
5. Is counseling emphasis on individual interests and abilities rather than femininity and masculinity? _____
6. Are pregnant students encouraged to remain in school? _____
7. Is the knowledge of various post-secondary educational alternatives made available to all students on a non-sexist basis? _____
8. Is academic, personal and career counseling available for all students? _____
9. Does career counseling for women reflect expanding roles and career opportunities? _____

B. Counseling Materials

1. Are career materials free of sex bias?
2. Do counselors rewrite or adjust sexist material so that stereotypes are removed? _____
3. Do vocational interest tests have the same scoring forms and interpretation guides? _____
4. Do all standardized tests have a complete description of the norm group? _____
5. Are test items free of sex stereotypes? _____

IV. Sports, physical education and extracurricular activities:

A. Sports

1. Are sports available for all students? _____
2. If sports are sex-segretated, are sports available for both sexes which are in line with their interests and abilities? _____
3. Is the funding for sports activities equitable for both sexes? _____
4. Are both females and males given the opportunity to engage in inter-school competition with equal frequency? _____
5. Are the amount and state of repair of equipment comparable for both sexes? _____

150

6. Are the coaches for female and male teams comparable in skill, training, and salary? _____
7. Are females allowed equal access to gymnasiums and/or other practice facilities? _____
8. Has an effort/are efforts being made to increase community support and enthusiasm for female sporting events? _____

B. Physical Education

1. Is there an equal emphasis placed on physical education for females and males? _____
2. Are female and male physical education classes combined? _____
3. Are non-sexist grading methods used? _____
4. Is the same method of instruction used for females and males? _____

C. Extracurricular Activities

1. Are adult club advisors aware of sexism and methods of counteracting it? _____
2. Are extracurricular activities available to all students? _____
3. Do extracurricular activities receive equitable funding? _____
4. Are leadership activities available to both sexes? _____
5. Are memberships limited to one sex? _____

V. School Policies and Practices

A. Teachers and Administrators

1. Do teachers and administrators show a willingness to change based on their past performance?
2. Are there regular evaluations of the school's programs? _____
3. Do all groups participate in the school's evaluation? _____
4. Are faculty committee meetings chaired by men with women as secretaries? _____
5. Are there separate lounges for women and men? _____
6. Does the principal spend most of her/his time talking with members of the same sex? _____
7. Have workshops about sexism, sex stereotyping and sex discrimination been held? _____
8. Do males hold most of the leadership positions? _____

B. Students

1. Is the student government representative of female and male students? _____
2. Is there a local grievance precedure for students who feel they have been discriminated against? _____
3. Is the student newspaper advisor aware of sexism and how to counteract it? _____
4. Are a different set of manners and behaviors expected of female and male students? _____

Bias In School Textbooks:

A Checklist

	Females	Males
1. Number of times characters are pictured--		
2. Occupations in which characters are shown----		
3. Number of times characters are pictured interacting with children--		
4. Number of times minority characters are pictured---		
5. Kinds of activities characters are engaged in--		
6. Number of times characters are shown as active, independent, competent, curious, athletic, fearless, or intelligent---		
7. Number of times characters are shown as passive, fearful, dependent, shy, crying, unintelligent or uncoordinated-		
8. Number of times hostility is shown against one sex or the other--		

Additional Considerations

1. Is the masculine pronoun used generically?
2. Are the activities of males regarded as more important than the activities of females?

HOW SEXIST ARE YOU? A TEST FOR TEACHERS

This test for teachers may be useful as one approach toward the elimination of sexism in the public schools.

Directions: Answer the following questions Yes or No according to the way you behave. Complete the essay question (No. 11). Then score yourself as directed.

	YES	NO
1. Do you ask only boys to do heavy work and perform executive duties in the classroom, and only girls to do light work and secretarial duties?	___	___
2. Do you pity girls who are unable or unwilling to be fashionable?	___	___
Do you call special attention to girls who <u>are</u> fashionable?	___	___
Do you pity boys who are unable or unwilling to be athletic?	___	___
Do you call special attention to boys who <u>are</u> athletic?	___	___
3. Do you react negatively to boys who have long hair, or to girls who wear slacks?	___	___
4. Do you plan different activities or different adaptations of the same activity for boys and for girls, primarily because of sex?	___	___
5. Does the content you use include more exciting role models for boys than for girls? Does this material stereotype women as housewives, mothers, or workers in menial or supportive positions?	___	___
6. Do you ever use such slang terms as: sissy, tomboy, chick, or broad?	___	___
7. Do you ever say, "Boys shouldn't hit girls," or "Ladies don't talk that way," or "Ladies before gentlemen"?	___	___
8. Do you expect girls to be more verbal and artistic than boys, or boys to be more mathematical and scientific than girls?	___	___
9. Do you feel it is more important to help boys sort out career options than to help girls do the same?	___	___

	YES	NO
Do you encourage boys more than girls to pursue highly technical careers?	___	___
10. Do you tend to discipline girls verbally and leniently and boys physically and strictly?	___	___

11. Essay Question: They may act exactly the same way, but they are called: absent-minded if they are men and scatter-brained if they are women; intellectually curious if they are men and nosey if they are women; planners if they are men and schemers if they are women; sensitive if they are men, and emotional if they are women; logical if they are men, and intuitive if they are women.

    Directions: Respond logically or intuitively to the statement you have just read.

How to score yourself: Give yourself five points for each No answer, and 30 points for good logic on the essay question (0 points for intuition). Do not mark on a curve. If your score is below 90, meet with your colleagues to plan your own consciousness-raising group.

* Source: Eliminating Sex Discrimination in Schools: A Source Book. Research and Information Center, State Department of Public Instruction, Raleigh, N.C. May, 1975.

Suggestions for Teachers *

1. Encourage boys and girls to enroll in any course that may interest them and to experiment with nontraditional courses.

2. Offer courses in women's studies. These can be incorporated into regular courses such as English and social studies or offered as mini-courses or electives. Make contact with the state education agency for assistance in planning these courses.

3. Encourage students to explore the pros and cons of their chosen careers and course preferences, analyzing factors other than traditional gender-related role expectations.

4. Include the accomplishments and contributions of women in all history courses.

5. Include the writings of reputable female authors in literature courses. Choose some literature at random and have students discuss the differences in the way female and male characters are presented.

6. Avoid sexist language. Substitute phrases like "ordinary people" for "the common man."

7. Avoid sexist humor; i.e., humor which puts down a person because of his/her sex. (Sexist jokes damage the self-concept of girls and are as insulting to many females as "nigger jokes" are to blacks.)

8. Include nonsexist books and other media in school libraries. Examples are: FREE TO BE...YOU AND ME and THE CHALLENGE TO BECOME A DOCTOR: THE STORY OF ELIZABETH BLACKWELL. (See list of sources for nonsexist materials in the "Sexism in Instructional Materials" section of this source book.)

9. Initiate and guide classroom activities designed to provide all students, regardless of sex, with opportunities to develop skills to the best of their abilities. Assign to both sexes such jobs as operating AV equipment, moving and using equipment, participating in tool, sewing, and cooking projects, and school patrol duties.

10. Supplant stereotyped bulletin boards with nonstereotyped ones.

11. Develop spelling and vocabulary sentences using nonstereotyped language and roles.

12. Publish articles in student publications about men and women in nontraditional roles.

13. Avoid discriminatory terms, especially in the area of social studies, such as "prehistoric man," "early man," etc. and substitute "prehistoric people," "human beings," "settlers," and other terms which include women, children, and youth as part of the human race.

14. Use pictures on classroom walls which are interracial and which depict women and men, boys and girls in nonstereotypic roles.

15. Emphasize the vital importance of women respecting other women. It is basic to remember that women who put down other women and who trade on their sexuality in lieu of competence limit the occupational opportunity for all women in their profession. Only by refusing to play the old sex games, and by insisting that people treat each other as equals can females accomplish their goal of equality for all.

16. Allow boys and girls to participate together in as many school activities as possible.

17. Assign classroom leadership roles to both girls and boys.

18. Encourage students of both sexes to run for school offices if they so desire.

19. Discuss with students such topics as:

    How many mothers work?

20. Ask questions such as:

    a) What else do mothers do with their time besides cooking and cleaning?

    b) What do mothers do for their own enjoyment?

    c) Are some occupations best suited for women? for men? Which ones? Why? Could women do "men's work" and vice versa? If you think they cannot, give reasons.

    d) What do you want to be doing in five, ten, twenty years from now? What do you think you will be doing?

    e) What kinds of parts do women play on television shows and commercials? Are there any women "Masters of Ceremony?" Name a show in which the main star is a woman.

    f) Of all the women you know, which one would you most like to be? Why? Of all the men you know, which one would you most like to be? Why?

    g) What do mothers do for children? What do fathers do for children?

h) Does your teacher treat boys and girls differently? How? Why?

i) Do your parents treat the boys in your family differently from the girls? How? Why?

j) Would your parents treat you differently if you were a girl/boy? How?

k) What do your parents want you to be when you grow up? What do you want to be?

l) What toys do you think are for girls? for boys? Have you ever wanted or ever had a toy that is supposed to be for the other sex?

m) How do you feel about a girl who can run faster than a boy?

n) What sports are for girls? for boys?

o) Do you think a woman would be a good President of the United States? Why or why not?

p) Do you think it is more important for a girl to get married than a boy?

q) Have you ever seen a man cry? Have you ever seen a woman cry? How did you feel?

*Source: Adopted from Eliminating Sex Discrimination in Schools: A Source. Research and Information Center, State Department of Public Instruction, Raleigh, N.C., May, 1975.

SPECIFIC SUGGESTIONS FOR COUNSELORS *

1. Use career materials which do not track boys, girls, or minority group students into specified directions.

2. Recommend courses on bases other than those of a student's race and/or sex.

3. Assist girls in becoming aware of the fact that even though they wish to be a wife and mother, they may also desire and need a career as well, and that the dual role of career woman and homemaker can be compatible.

4. Utilize in the elementary school, with the cooperation of counselor and teachers, a variety of adults who can serve as role models in order that boys and girls meet competent females and males filling a variety of jobs. Remember to include successful professional women.

5. Arrange for brainstorming sessions with teachers and interested parents, expecially in localities in which girls tend to stop their education after high school, for the purpose of exploring methods of raising career aspirations.

6. Encourage mini-courses or enrichment courses in women's studies. Include such topics as: the role of women in history and how that role is changing; contributions that women have made in all areas; portrayal of women in literature; current feminist literature (examples: THE DIALECTIC OF SEX, by Shulamith Firestone; THE FEMALE EUNUCH, by Germaine Greer; OUR BODIES, OURSELVES, by the Boston Women's Collective; THE BELL JAR, by Sylvia Plath; BORN FEMALE, by Caroline Bird; and others).

7. Use career interest inventories which are not sex biased. (See the National Institute of Education's Guidelines for the Assessment of Sex Bias and Sex Fairness in Career Interest Inventories.

*Source: Eliminating Sex Discrimination in Schools: A Source Book. Research and Information Center, North Carolina Department of Public Instruction, Raleigh, N.C., May 1975.

Guide for Eliminating Sexism in Interest and Ability Tests

	YES	NO
1. Do items contain sexist language? (use of the generic he, masculine pronoun references to traditional male activities, feminine pronoun references to traditional female activities, use of words such as mankind, etc.		
2. Are sexist job titles used? (repairman, draftsman, etc.)		
3. Are scoring methods sex biased? (Is test scored one way for females and another for males?)		
4. Is the description of the norm group adequate?		
5. Is the norm group appropriate for the population with which the test is to be used? (Is a test that is to be used with females and males standardized on a male norm group or a female norm group?)		
6. Is the interpretation of test scores sex biased? (Is the score to be interpreted one way for females and another way for males?)		
7. Is it possible for you to replace sex biased tests with non-sexist ones?		
8. If you answered "No" to #7, do you have methods for adapting your sex biased tests so that they are fair and unbiased for both sexes.		

WHEN I GROW UP I'M GOING TO BE MARRIED

Objective 6

A Game Which Illustrates How Time and Circumstance Affect Women

Background and Purpose of the Game: When you ask a little boy what he is going to be when he grows up he tells you. He may not end up being what he says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on work. Most little girls say they will be married, period. Data of the U. S. Department of Labor and results of research of the California Advisory Commission on the Status of Women show the following: the average life expectancy of women today is 75 years, 9 out of ten girls will marry; 8 out of 10 will have children; 9 out of 10 will be employed outside the home for some period during their lives; at least 6 out of 10 will work full time outside their homes for up to 30 years; at least 1 in 10 will be widowed before she is 50; at least 1 in 10 will be the heads of their families; probably 3 in 10 will be divorced; only 1 in 3 California girls plan to go to college; most girls do not see themselves as achievers; most girls have not been trained or influenced to deal with the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because girls continue to believe they must choose between a family and a career.

The game has limited purposes, but can serve as a start toward these goals; (1) To give girls a greater awareness of the realities of women's lives, e.g., that most will have a family and a career whether they plan for it or not; (2) To give girls experience in dealing with changed circumstances from which there is no retreat once they have occurred; and (3) To motivate girls to alter their immediate and present plans to avoid possible future pitfalls.

Instructions: Ten girls can play (variations are possible). Each girl is given a numbered profile with 4 facts which correspond to the marital, childbearing, work, and college statistics above. Each in turn is asked to build an "ideal life" around these facts, indicating at which periods in her life she will be doing what. The adult leader notes on a duplicate set the plans of each. The first girl is then asked to unstaple the covered bottom half of her profile, and to read the "chance factors" aloud to the group. The chance factors deal with divorce, failing family finances, boredom at home, promotion for the wife which would require the family to move, and other "happenings." Keeping the particular girl's aspirations in mind, the other 9 girls are asked to contribute suggestions on how to cope with the problem which has developed. They are then asked how early planning might have prevented the problem. This process is repeated until each girl's altered life has been dealt with.

State of California Advisory Commission on the Status of Women
1108 14th Street, Suite 106, Sacramento, Calif. 95814

051270

WHEN I [illegible] UP I'M GOING TO BE MARRIED

Profile No. 1

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Chance Factors

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it.

What do you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 2

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You complete your college education before marriage.

Chance Factors

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field from yours. You keep on working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top your company is bought outright by a large conglomorate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

How do you approach this situation?

Profile No. 3

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before marriage.

Chance Factors

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are all but grown. You don't want to just sit home for another 35 years.

What can you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 4

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before you marry.

Chance Factors

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have 3 children. Your husband is assigned to emergency repair work in remote places - - is home less and less, starts playing around with other women, and doesn't send money home regularly for -- and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property - pretty much just clothing and furniture.

How can you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 5

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You complete two years of college before your marriage.

Chance Factors

You have 3 children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4,8,and 10. There is some life insurance, but not enough to last very long.

How will you cope?

Profile No. 6

You will live to be 75 years old.

You will marry.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Chance Factors

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After 5 years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are very interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less challenging. You are 38.

What will you do the rest of your life? 167

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 7

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Chance Factors

It becomes apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have 2 children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work is wiped out by automation.

How can the family cope?

Profile No. 8

You will live to be 75 years old.

You will marry and have children.

You do not go to college before your marriage.

Chance Factors

In your senior year in high school you fall madly in love with an exciting "older man of 29", who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children are all off on their own by the time you are 43 years old.

What do you do with the rest of your life?

Profile No. 9

You will live to be 75 [illegible]rs old.

You do not go to colleg[illegible] before taking your first job.

Chance Factors

[illegible]our father dies unexpectedly when you are 17 and your mother is in poor health. You have 4 younger brothers and sisters, the youngest of which is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boy friends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings [illegible]re not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.

What will you do with the rest of your life?

Profile No. 10

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You complete 3 years of college before your marriage.

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no 4-year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husbans says he wants a divorce to marry a younger woman. Under California's new divorce laws, he can do this, and there is nothing you can do about it. Since you are "able bodied" you get no alimony, but you get child support until the children are 18, and you get the house, but it is only half paid for.

How will you cope?

WOMEN WORKERS
IN NORTH CAROLINA

EMPLOYMENT

MORE WOMEN WORK NOW THAN EVER BEFORE.

HOWEVER, THE UNEMPLOYMENT RATE FOR FEMALES IS TWICE AS HIGH AS FOR MALES.

THE MAJORITY OF FEMALES WORK IN CLERICAL OR SEMISKILLED JOBS - THE JOBS TRADITIONALLY HELD BY WOMEN.

MEN CONSISTENTLY MAKE MORE MONEY THAN WOMEN REGARDLESS OF JOB CATEGORY OR LEVEL OF EDUCATION.

BECAUSE OF THE INCREASING NUMBER OF WORKING MOTHERS, MORE CHILD CARE FACILITIES ARE NEEDED WITH TUITION FEES THAT PARENTS CAN AFFORD.

Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

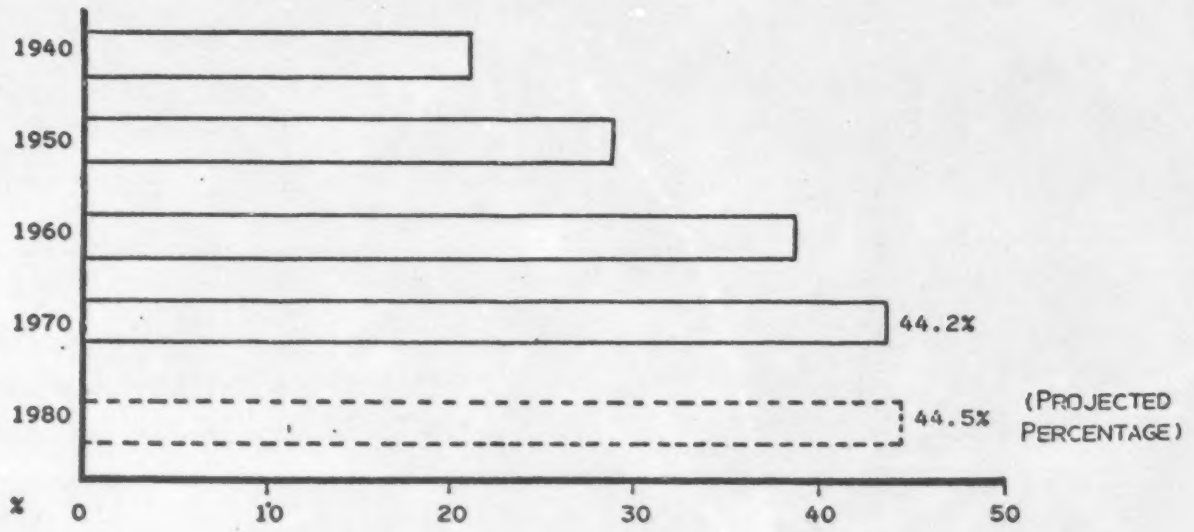
MORE WOMEN ARE WORKING NOW THAN EVER BEFORE:

Obj. 7

Over 800,000 women in North Carolina have jobs, almost half of the total labor force. "Most women have recently joined the work force in response to the diminishing stigma against women working, increasing cost of living, higher general wage levels, increasing educational levels among women and improved technology, which allows women in the home more spare time."

Over 40% of all women were working in 1970, a larger percentage than ever before. Female participation has increased steadily since 1940. The rate is projected to continue rising through 1980

WOMEN IN LABOR FORCE AS PERCENTAGE OF TOTAL WOMEN:
(BASED ON WOMEN 14 YEARS AND OVER, 1940-1970)

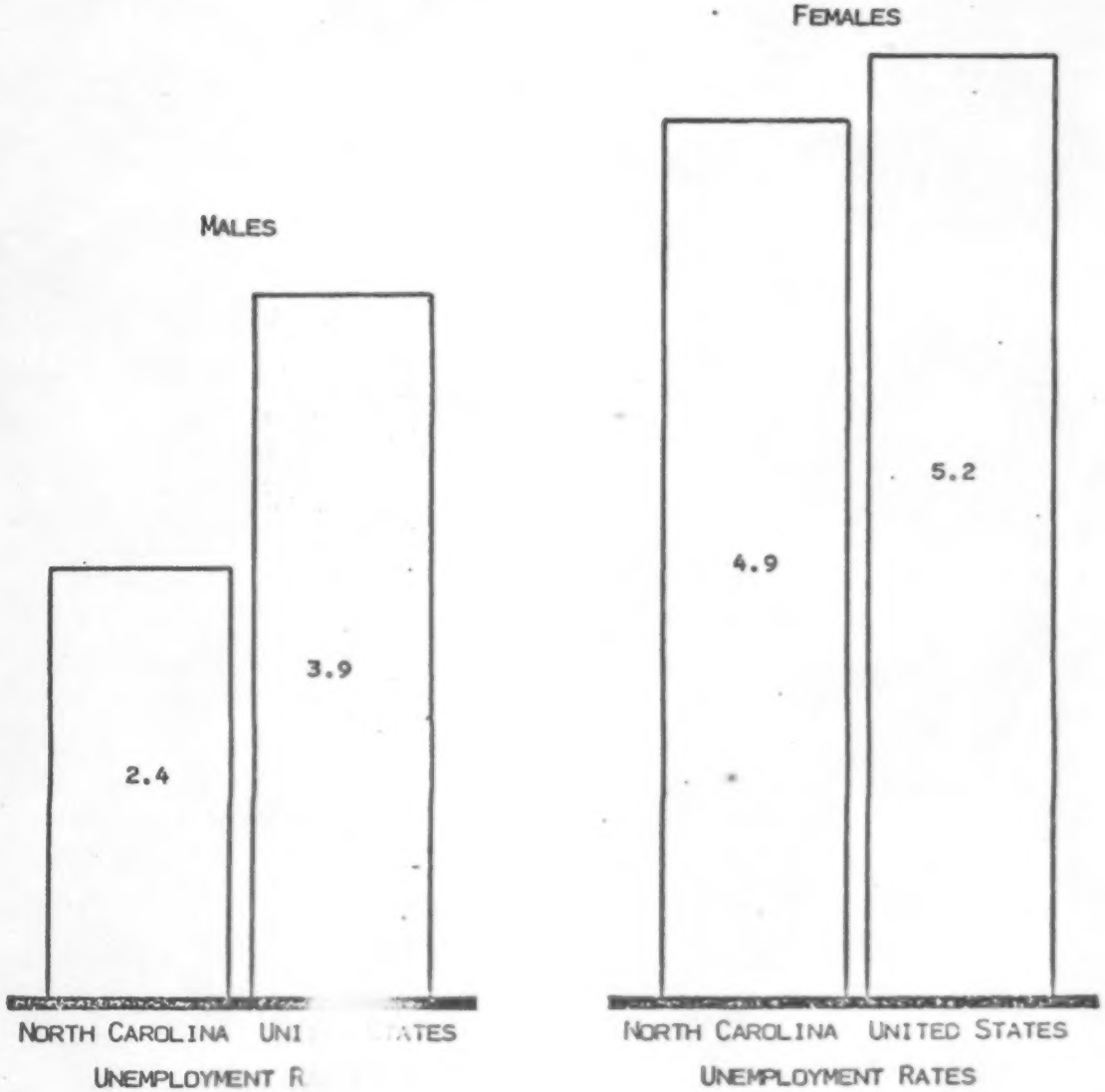


1. United States, Department of Labor, Bureau of Statistics, Monthly Labor Review, 74, no. 10 (October 1974): 3.

EVEN THOUGH MORE WOMEN ARE WORKING NOW, THE UNEMPLOYMENT RATE IS ALMOST TWICE AS HIGH FOR FEMALES AS FOR MALES...

In 1970 the unemployment rate for females 16 and over in North Carolina's civilian labor force was twice what it was for males. The national unemployment rate was greater than North Carolina's with females also suffering the highest rate of unemployment.

NORTH CAROLINA UNEMPLOYMENT RATE COMPARED WITH NATIONAL RATE:
(BASED ON MALES AND FEMALES 16 YEARS AND OVER IN THE CIVILIAN LABOR FORCE, IN 1970)

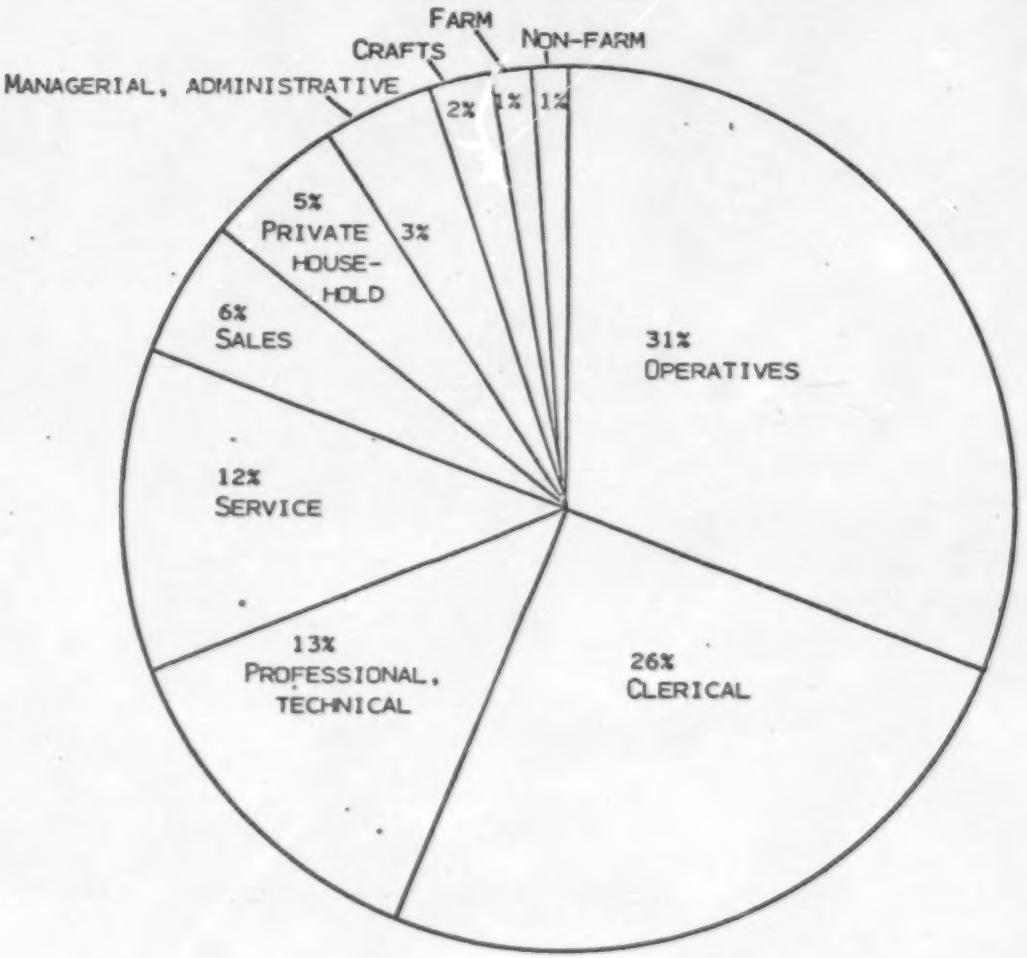


THE MAJORITY OF WORKING WOMEN HAVE SEMISKILLED OR CLERICAL POSITIONS...

In 1970 the majority of employed women worked in operative or clerical positions in North Carolina. Smaller percentages were in professional and service occupations.

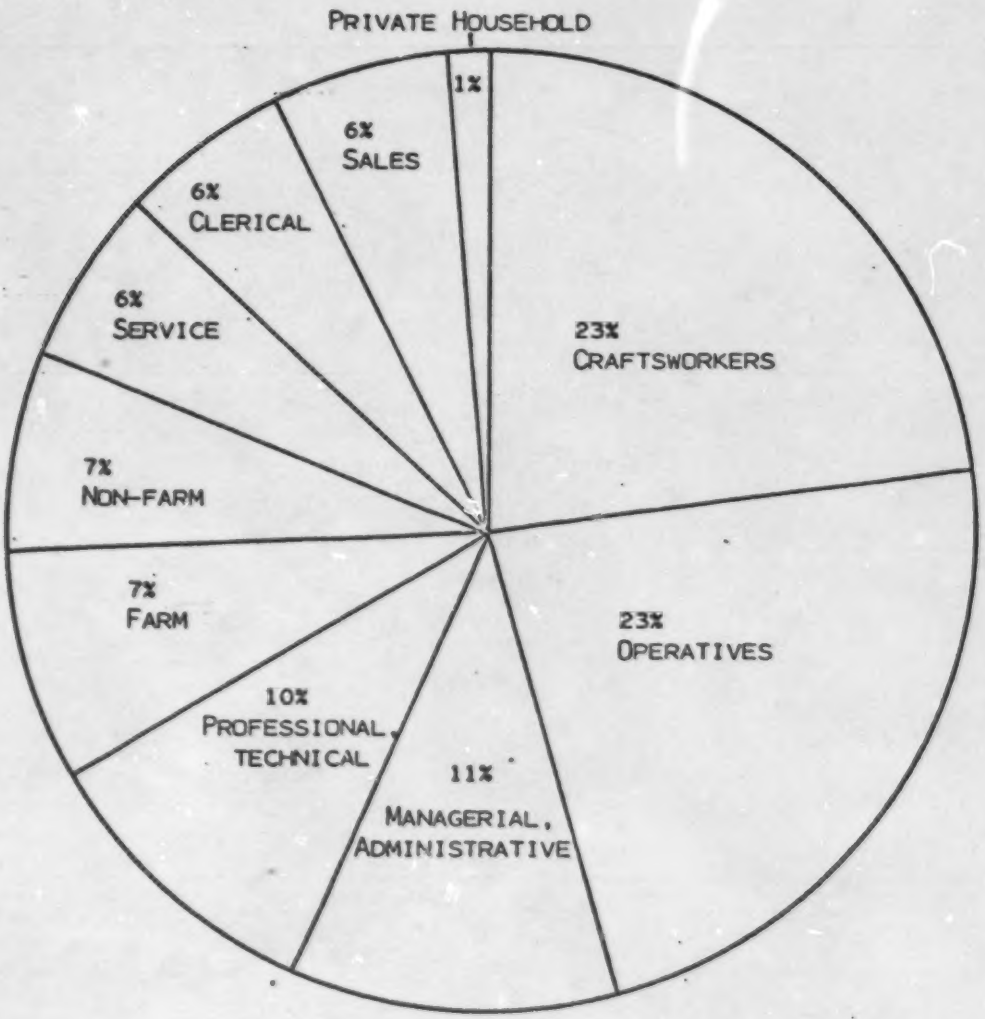
A demand for a larger and more skilled labor force has been created by expansion of industry and technological developments. Women's skills should be fully utilized in meeting this demand. In fact, business leaders, educational leaders and women themselves are becoming aware of the need to expand the scope of training, educational and employment opportunities for women.

OCCUPATIONAL DISTRIBUTION OF ALL FEMALE WORKERS:
(BASED ON FEMALES 16 YEARS AND OVER IN NORTH CAROLINA, 1970)



Men were more evenly represented in all occupational categories, even though nearly one-fourth had semiskilled jobs.

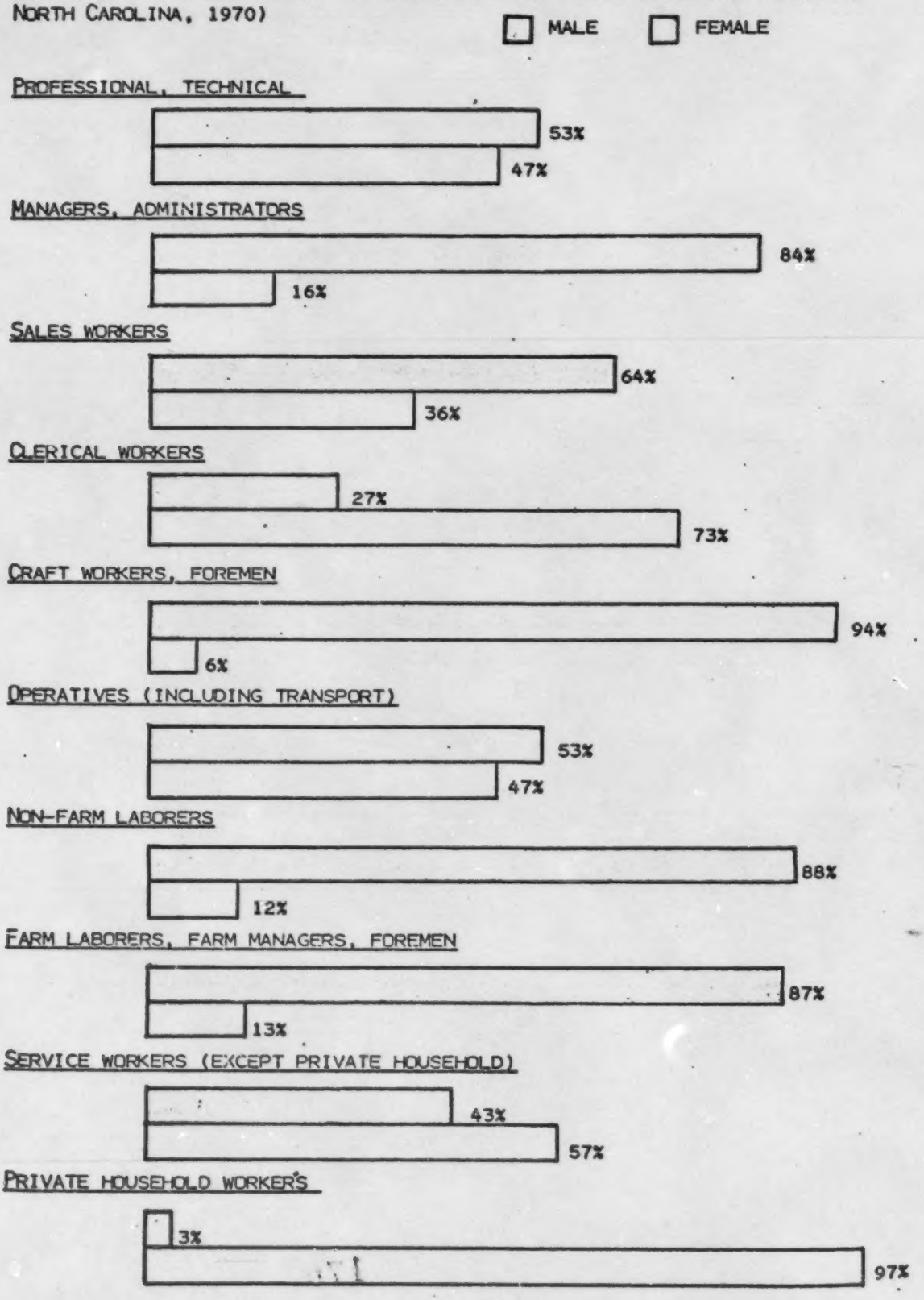
OCCUPATIONAL DISTRIBUTION OF ALL MALE WORKERS:
(BASED ON MALES 16 YEARS AND OVER IN NORTH CAROLINA, 1970)



FEW WOMEN ARE MANAGERS, ADMINISTRATORS OR CRAFTSWORKERS...

Of the total labor force in 1970, women constituted 97% of the private household workers and nearly 75% of the clerical workers. Over half the service workers and almost half of the operative and professional, technical employees were women. Men, however, filled the majority of the managerial, administrative, craft, farm and non-farm labor positions

COMPARISON OF MALES AND FEMALES IN OCCUPATIONAL CATEGORIES:
(BASED ON PERSONS 14 YEARS AND OVER IN THE EXPERIENCED LABOR FORCE IN NORTH CAROLINA, 1970)



WOMEN CONTINUE TO SWELL THE RANKS OF TRADITIONALLY FEMALE OCCUPATIONS...

The distribution of females in specific occupations was approximately the same in North Carolina as it was in the entire country. The statistics showed that women continued to fill traditionally female occupations through 1970.

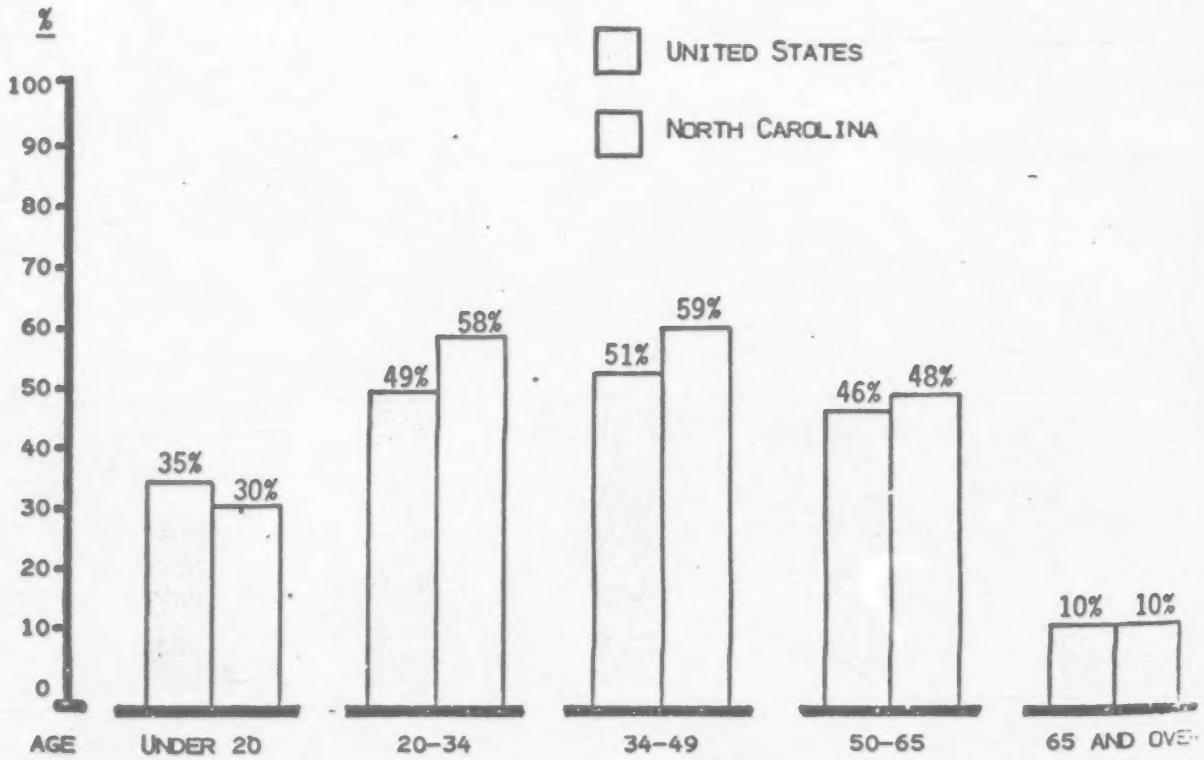
DISTRIBUTION OF MALES AND FEMALES IN OCCUPATIONAL CATEGORIES:
(IN THE UNITED STATES AND NORTH CAROLINA, 1970)

OCCUPATION	UNITED STATES		NORTH CAROLINA	
	PERCENTAGE OF MALES	PERCENTAGE OF FEMALES	PERCENTAGE OF MALES	PERCENTAGE OF FEMALES
ENGINEERS	98	2	98	2
MECHANICS, REPAIR WORKERS	98	2	98	2
WELDERS	94	6	94	6
DENTISTS, PHYSICIANS	92	8	93	7
BANK OFFICERS, FINANCIAL MANAGERS	82	18	83	17
SALES MANAGERS	76	24	80	20
WRITERS, ARTISTS, ENTERTAINERS	70	30	69	31
TEACHERS	36	64	30	70
OFFICE MACHINE OPERATORS	26	74	23	77
LIBRARIANS	18	82	22	78
BANK TELLERS	14	86	5	95
TYPISTS	6	94	6	94
NURSES, DIETICIANS	6	94	5	95
SECRETARIES	2	98	2	98

NORTH CAROLINA WOMEN BETWEEN 20 AND 65 HAVE A HIGHER PARTICIPATION RATE IN THE LABOR FORCE THAN DO WOMEN THROUGHOUT THE NATION...

Rates of participation in the labor force varied with age in North Carolina as in the nation. The participation rate in North Carolina exceeded the national rate for women 20 to 65, yet was below the national participation rate in the under-20 category. The highest rates for North Carolina women were for 22 to 24 years, 61% and 40 to 44 years, 60%.

PARTICIPATION RATE OF FEMALES IN LABOR FORCE:
(BASED ON FEMALES 16 YEARS AND OVER IN THE UNITED STATES AND NORTH CAROLINA, 1970)



NOTE: PARTICIPATION RATE IS THE PERCENTAGE OF ALL PERSONS IN A CERTAIN AGE CATEGORY WHO ARE IN THE LABOR FORCE. EXAMPLE: 30% OF ALL FEMALES UNDER 20 ARE IN THE LABOR FORCE IN NORTH CAROLINA.

THE AVERAGE ANNUAL INCOME OF MEN IS ALMOST TWICE THAT OF WOMEN IN NORTH CAROLINA...

Few women work solely for personal fulfillment. Many work for economic reasons: to support themselves and/or their families or to raise their family's standard of living.[1] Yet women earn less money than men do.

The most basic comparison is the average (mean) income[2] of males and females. In 1970 the average annual income of men in North Carolina was 1.8 times that of women.

AVERAGE (MEAN) INCOMES:
(IN NORTH CAROLINA, 1970)

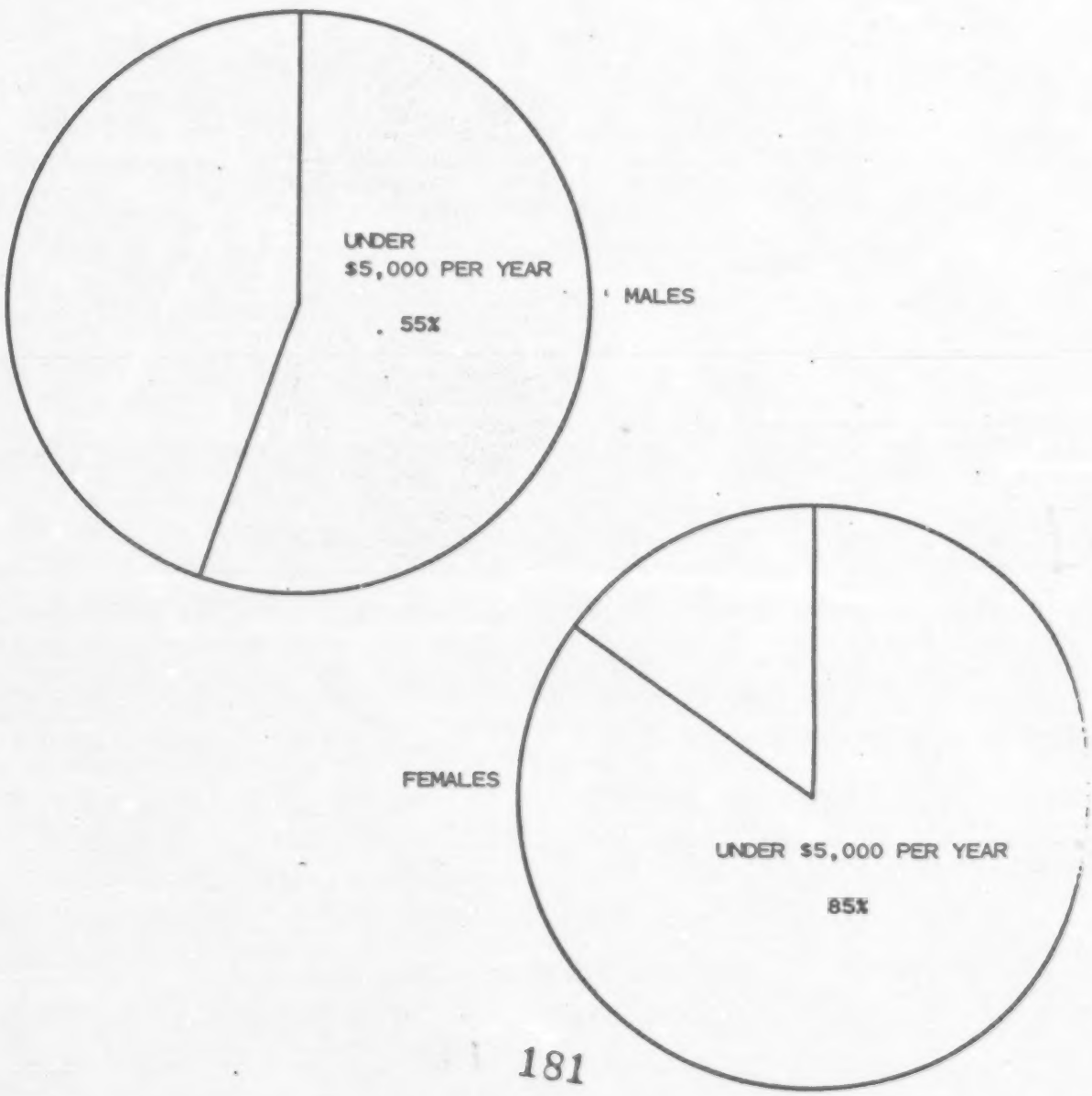
MALES	TOTAL POPULATION	FEMALES
$5,681	$4,546	$3,009

1. United States, Depar[illegible] of Labor, Women's Bureau, "Why Women Work," U.S. Government Printin[illegible]ice, Washington, D.C., 1973.
2. Sum of the incomes of all working people ÷ [illegible]tal number [illegible]ll working [illegible]le = Average (Mean) Income

85% OF ALL EMPLOYED WOMEN EARN LESS THAN $5,000 EACH YEAR...

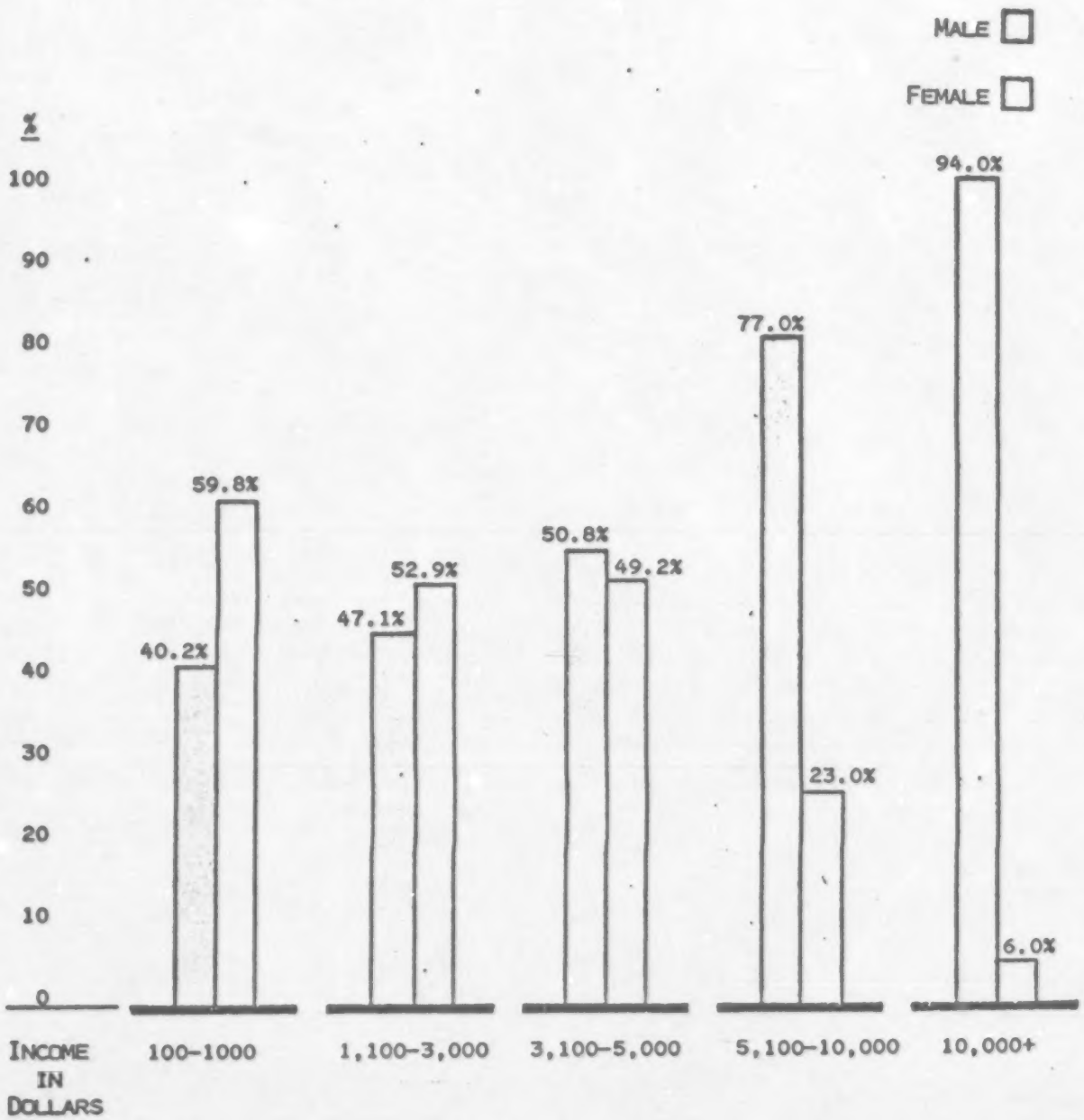
Fifty-five percent of the employed males in North Carolina earned less than $5,000 annually in 1970; whereas, 85% of the employed women had average annual incomes of less than $5,000 per year.

INCOME BY SEX:



A MAN IN NORTH CAROL :2 TIMES MORE LIKELY THAN A FEMALE TO HAVE AN INCOME OF $10,000 OR :

MALE AND FEMALE PERCE OF TOTAL INCOME LEVELS:



MEN MAKE OVER $3000 A YEAR MORE THAN WOMEN IN THE SAME OCCUPATION...

The inequality of incomes between males and females in the same occupation is astonishing. Women's average incomes did not equal men's for any occupation. Men made an average of $3,333 more a year than women across ALL occupational categories.

Only in professional, technical occupations did women's incomes exceed the average income for the state; whereas, only in service and private household jobs did men make less than the state average.

In the professional, technical, managerial, administrative and sales occupations, THE DIFFERENCES IN INCOMES BETWEEN MEN AND WOMEN EXCEEDED THE AVERAGE ANNUAL INCOME FOR THE STATE!!

INCOME BY OCCUPATION:
(BASED ON TOTAL POPULATION IN NORTH CAROLINA, 1970)

STATE AVERAGE INCOME: $4,701

OCCUPATION	STATE AVERAGE INCOME	MALE AVERAGE INCOME	FEMALE AVERAGE INCOME
PROFESSIONAL, TECHNICAL	$7,477	$ 9,833	$ 5,130
MANAGERIAL, ADMINISTRATIVE	9,543	10,880	4,687
SALES	5,789	7,883	2,283
CLERICAL	3,871	5,021	3,453
SERVICE, EXCEPT HOUSEHOLD	2,832	4,109	1,944
CRAFT, OPERATIVE	4,224	4,804	2,929
PRIVATE HOUSEHOLD	1,393	2,600*	1,372

* NUMBER OF CASES LESS THAN 30.

A WOMAN WITH THREE TO [illegible] YEARS OF COLLEGE MAKES AN AVERAGE OF $66 LESS PER YEAR THAN A MAN WITH O[illegible] AN EIGHTH GRADE EDUCATION...

The difference in income between males and females at the same educational level was substantial in 1970. The more years of education,[1] the greater the differences in incomes between men and women were, with men making a yearly average of $3,223 more than women.

Women who had three to four years of college made an average of $66 less per year than men with no more than an eighth grade education.

Men at all levels of education, except for those with less than an eighth grade education, had annual mean incomes that exceeded the state average; whereas, only women with 17 or more years of education had mean incomes greater than the state average.

INCOME BY EDUCATION:
(BASED ON AVERAGE ANNUAL INCOMES OF THE TOTAL POPULATION OF EACH SEX IN NORTH CAROLINA, 1970)

STATE AVERAGE ANNUAL INCOME: $4580

EDUCATION	AVERAGE INCOME FOR STATE	AVERAGE INCOME BY SEX
K-8	$ 3,700	M-$4,505 [illegible]
9-12	$ 4,286	M-$5,393 [illegible]
13-14	$ 4,486	M-$5,813 [illegible]
15-16	$ 6,595	M-$8,526 [illegible]
17+	$11,002	M-$12,223 [illegible]

1. Years of education [illegible] grouped in five categories: Kindergarten-8th grade is K-8; 9th-12th [illegible]des is 9-12; 1st-2nd years beyond high school is 13-14; 3rd-4th year[illegible]ond high school is 15-16; and college graduate and beyond is 17+.

ANNUAL DIFFERENCE IN INDIVIDUAL INCOME FOR FEMALES AND MALES: Obj. 7

THE FIGURES BELOW SHOW HOW MUCH LESS WOMEN MAKE ANNUALLY THAN MEN IN THE SAME JOBS AND WITH THE SAME AMOUNT OF EDUCATION. FIGURES ARE AVERAGES.

YEARS OF EDUCATION	PROF.-TECH.	MGR.-ADM.	SALES	CLERICAL	SERVICE	OPERATIVES-CRAFTS	PRIVATE HOUSEHOLD
8	$2,488	$5,734	$3,568	$1,566	$1,904	$1,522	INSUFFICIENT NUMBER OF MALES FOR ANALYSIS
12	$3,732	$5,734	$5,352	$1,566	$2,856	$2,328	
16	$4,976	$5,734	$7,136	$1,566	$3,808	$3,104	
17+	$5,287	$5,734	$7,582	$1,566	$4,046	$3,298	

OF THE 150,000 WOMEN HEADING FAMILIES, OVER 40% HAD INCOMES BELOW THE POVERTY LEVEL...

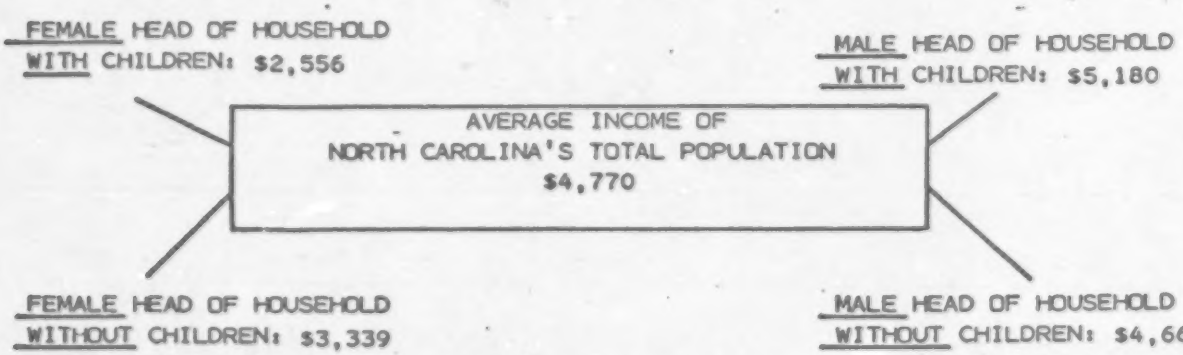
Over 16% of all the families in North Carolina had incomes below the poverty level in 1970; however, 41% of the families headed by females had incomes below the poverty level.[1]

The annual income of a female head of household with children was less than half that of a male head of household with children; $2,112 less than a male head of household without children; and $1,401 less than a household with children and a male other than the father present.

A female head of household with children made $783 less per year than a female head of household without children.

And whether a woman had children or not, she still made less money than a man.

AVERAGE FAMILY INCOMES IN NORTH CAROLINA IN 1970:


FEMALE HEAD OF HOUSEHOLD WITH CHILDREN: $2,556
MALE HEAD OF HOUSEHOLD WITH CHILDREN: $5,180
AVERAGE INCOME OF NORTH CAROLINA'S TOTAL POPULATION $4,770
FEMALE HEAD OF HOUSEHOLD WITHOUT CHILDREN: $3,339
MALE HEAD OF HOUSEHOLD WITHOUT CHILDREN: $4,668

1. United States, Bureau of the Census, Census of Population: 1970, Detailed Characteristics, Final Report PC(1)-D35, North Carolina, U.S. Government Printing Office, Washington, D.C., 1972.

THE MEDIAN I[illegible] OF FEMALE-HEADED FAMILIES IN NORTH CAROLINA IS BELOW THE [illegible]TY LEVEL; THUS, THE NEED EXISTS FOR STATE ASSISSTANCE.

Heads of Familie[illegible]

Median Inco[illegible]	$8,303

The median income of female-headed families was less than half the income of male-headed families in North Carolina in 1970. "The average woman who has been married has not had the same labor market experience as her husband."[2]

Female Heads of Families[3]

$3,996	Median Income

The discrepancy in median incomes for males and females illustrates the need for state aid. Thirteen percent of all male-headed families (149,399) lived on incomes below the poverty level. Forty percent of all families headed by females lived on incomes below the poverty level in 1970, This means that more than 60,000 female-headed families in North Carolina lived on less than $4000 in 1970.[4]

INCOME OF FEMALE-HEADED FAMILIES:

	40% BELOW POVERTY LEVEL

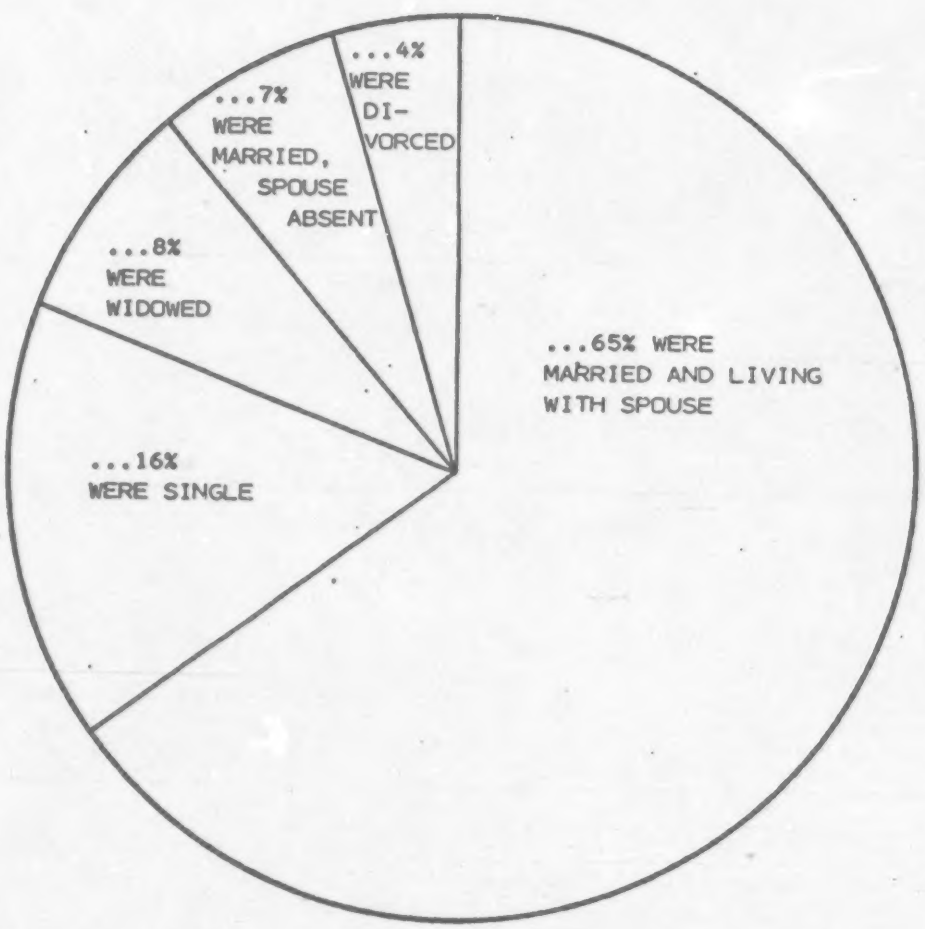
1. Census of Population: 1970, Detailed Characteristics, N.C., Table 198
2. Department of Labor, "The Economic Role of Women," p. 107.
3. Census of Population: 1970, Detailed Characteristics, N.C., Table 198
4. United States, Department of Labor, "Women Workers in North Carolina U.S. Government Printing Office, Washington, D.C., 1970.

OVER TWO-THIRDS OF ALL WORKING WOMEN ARE MARRIED... Obj. 7

Below is shown the percentages of married, divorced, widowed and single women in the labor force. In 1970 over two-thirds of all working women were married, and most of them lived with their husbands. Single women constituted the next largest group of employed females, followed by widows and divorcees.

MARITAL STATUS OF WORKING WOMEN:
(BASED ON THE 850,553 WOMEN 16 YEARS AND OVER IN THE LABOR FORCE IN NORTH CAROLINA, 1970)

OF ALL WORKING WOMEN...



THE MAXIMUM AFDC BUDGET IS LESS THAN THE MINIMUM SUBSISTENCE LEVEL IN NORTH CAROLINA...

The AFDC welfare mother and her three children live on an average of $150 each month in North Carolina (not including Medicaid and food stamps). This is not even enough money necessary to subsist for one week in North Carolina

MINIMUM COST OF LIVING SUBSISTENCE LEVEL: (IN NORTH CAROLINA, 1973)		WELFARE MAXIMUM BUDGET
FOOD	2,333.55	996.00 (PLUS FOOD STAMPS)
SHELTER	1,777.00	864.00 (INCLUDES FURNISHINGS)
FURNISHINGS	326.63	67.00 (HOUSEHOLD GOODS)
TRANSPORTATION	773.98	60.00
CLOTHING	621.74	240.00
MEDICAL	703.84	MEDICAID
PERSONAL	192.26	28.00
LIFE INSURANCE, GIFT	67.29	NONE
MISCELLANEOUS	232.70	42.00
	7,028.99	2,297.00 (PLUS FOOD STAMPS AND MEDICAID)

NOTE: THE MAXIMUM ALLOWED IN THE WELFARE BUDGET IS $2,297. HOWEVER IN FACT, THE AVERAGE PAYMENT IS 14% LESS THAN THE MAXIMUM. THUS AN AFDC FAMILY OF FOUR RECEIVES AN AVERAGE PAYMENT OF $150 PER MONTH PLUS FOOD STAMPS AND MEDICAID.

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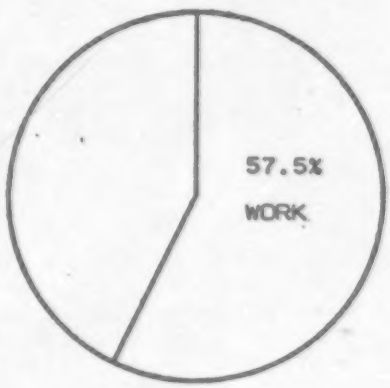
A LARGER PERCENTAGE OF DIVORCED WOMEN WORK THAN WOMEN IN ANY OTHER MARITAL STATUS...

The second largest percentage of women in the labor force were married women whose husbands were absent from home. Fewer widows worked than women in any other marital status category.

PERCENTAGE OF WOMEN IN LABOR FORCE BY MARITAL STATUS:
(BASED ON WOMEN 16 YEARS AND OVER IN NORTH CAROLINA, 1970)

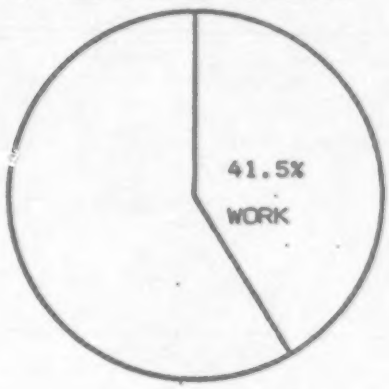
OF ALL DIVORCED WOMEN...

OF ALL MARRIED WOMEN NOT LIVING WITH THEIR HUSBANDS...

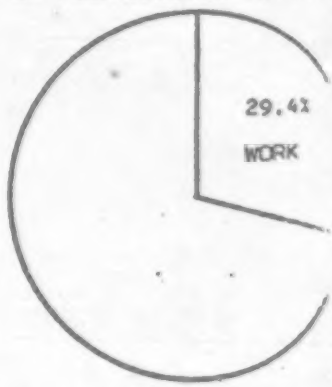


OF ALL MARRIED WOMEN LIVING WITH THEIR HUSBANDS...

OF ALL SINGLE WOMEN...

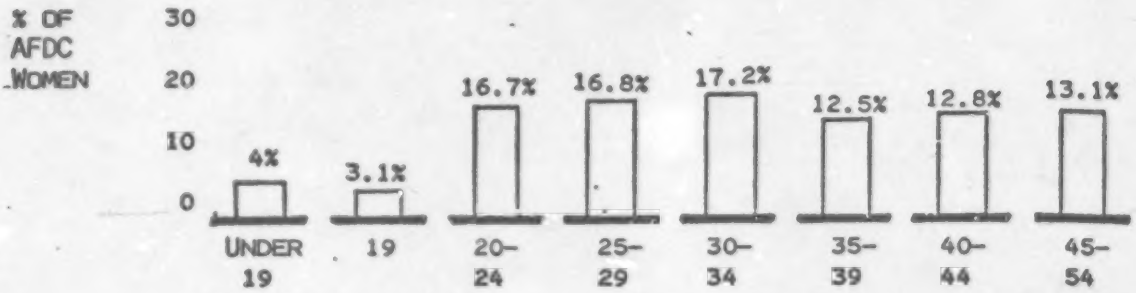


OF ALL WIDOWED WOMEN...



THE AVERAGE AFDC MOTHER IS IN HER EARLY THIRTIES, HAS NOT COMPLETED HIGH SCHOOL AND IS NOT HIGHLY EMPLOYABLE...

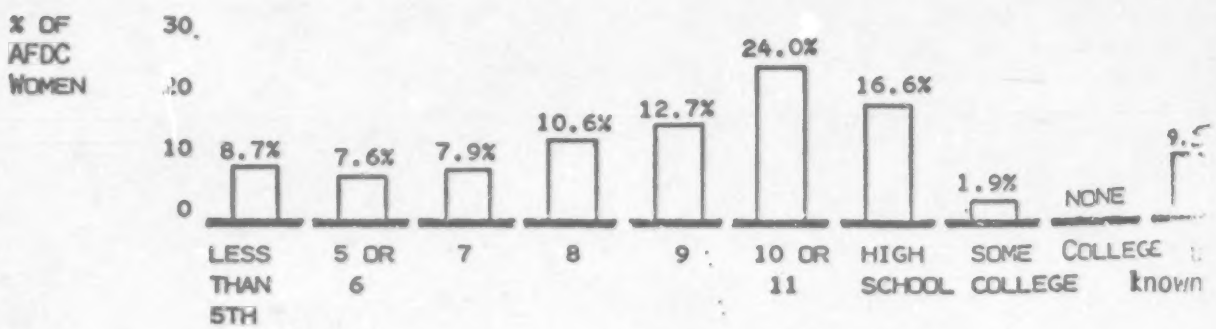
AGE OF MOTHERS:
(AFDC FAMILIES WITH MOTHERS IN HOME, 1973)



Median Age - 32.6

The thirty-year-old woman with children is a high risk job applicant. She has spent time with the family instead of gaining work experience and employers are skeptical of her lack of occupational experience and her continuing family responsibilities.[1]

HIGHEST GRADE OF SCHOOL COMPLETED BY MOTHER:
(AFDC FAMILIES WITH MOTHERS IN HOME, 1973)



Median Grade - 10th

The low educational level of welfare mothers thwarts their employment potential.

1. United States, Department of Labor, "The Economic Role of Women," U.S. Government Printing Office, Washington, D.C., 1973, p. 107.

Percentage of Women in the Medical, Legal, Engineering and Higher Education Profession in Seven Countries*

Country	Medical	Legal	Engineering	Higher Education
USSR	76	38	37	36
GREAT BRITAIN	25	4	0.06	15
FRANCE	22	19	1	20
WEST GERMANY	20	5	1	6
AUSTRIA	18	7	-	12
SWEDEN	13	6.7	-	11
USA	6	3	0.07	22

*Source: Sullerot, Evelyn. Women, Society, and Change. New York: McGraw-Hill (World University Library), 1971, Tables 5.6, 5.7, 5.8, and 5.10. (In Douglas C. Kimmel, Adulthood and Aging. John Wiley and Sons, Inc., 1974, p. 170.)

Percentage of Women in Various Occupations 1950 and 1970*

	1950	1970
Nurses	97.6	97.3
Secretaries, typists	94.6	96.6
Telephone operators	95.8	94.5
Bank tellers	44.6	86.2
Retail clerks	48.9	56.5
Editors, reporters	32.1	40.6
Postmasters	44.9	31.8
Bakers	11.6	30.0
Buyers	24.6	29.8
Teachers, college	22.4	28.6
Bus drivers	2.9	28.0
Accountants	14.9	26.2
Bartenders	6.4	21.1
Doctors	6.7	9.3
Lawyers, judges	4.1	4.9
Architects	3.8	3.6
Clergy	4.4	2.9
Electricians	0.6	1.9
Engineers	1.3	1.6
Auto mechanics	0.6	1.4

*Source: Economic Report of the President. Washington, D.C.: U.S. Government Printing Office, 1973, Table 33. (In Douglas A. Kimmel, Adulthood and Aging. John Wiley and Sons, Inc., 1974, p. 170).

OBJECTIVES	STRATEGIES	EVALUATION
1. By the beginning of the school year the sex bias plan will have been produced for the staff and student body.	a) Select a Committee b) Meet with the LEA Committee c) Contract State Technical Assistance Resource Centers	a) Number of times the committees meet. b) Number of ideas presented.
2. By the end of the school year, teachers will be informed relative to project.	a) Materials will be distributed to all occupational teachers.	a) Amount of materials and ideas used.
3. By the beginning of the school year, instructional and administrative staff will have been involved in an inservice session for the purpose of identifying and eliminating sex bias in Occupational Education.	a) Involve all occuaptional education teachers, counselors and school administration in an in-depth examination of the occupational education curriculum in search of possible sex bias in enrollment and teaching practices. b) Schedule in-service sessions for occupational teachers to help eliminate sex bias.	a) Questionnaires to assess teacher and administrator awareness, attitude and content acquisition.
4. By September 1976, course titles and descriptions traditionally designed to attract one sex will be changed so that no student can interpret the course as being designed for someone else.	a) Remove such titles as "Powder Puff Mechanics" and "Bachelor's Home Economics." b) Teachers and students will be encouraged to phrase their statements so that both sexes feel included in a discussion about job training, job opportunity and employment.	a) Information evaluated by consultants. b) Sample of student interpretation of language.
5. By the end of the school year 1975-1976 enrollment in courses will be more evenly distributed with boys and girls.	a) Make available materials and suggestions. b) Present programs depicting both sexes working in jobs which were traditionally for one sex. c) Emphasize job opportunities for males and females in all areas of work.	a) Check number the number of boys and girls enrolled in all courses. b) Data showing number of students who used the materials and participated in the program. c) Number of programs presented. d) Number of students who showed interest e) Number of students who showed interest and requested more information.

LOCAL PLAN TO [illegible]MINATE/PERCENT SEX BIAS

AREAS OF CONCERN	SPECIFIC OBJECTIVES	STRATEGIES	BY WHEN	DATE	EVALUATION
1. Instructional material					
2. Student answers					
3. Enrollment					
4.					
5.					
6.					
7.					

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"WELFARE"
IN NORTH CAROLINA

THE AVERAGE AFDC* MOTHER IN NORTH CAROLINA:

1. CANNOT RELY ON CHILD SUPPORT PAYMENTS FROM HER HUSBAND.
2. HAS LIMITED EDUCATION AND JOB TRAINING.
3. CANNOT SEEK ADEQUATE EMPLOYMENT OR JOB TRAINING BECAUSE CHILD CARE SERVICES ARE LACKING.
4. LIVES ON INCOME BELOW THE MINIMUM SUBSISTENCE LEVEL IN NORTH CAROLINA.

THEREFORE, SHE DOES NOT HAVE THE INCOME, EDUCATION OR EMPLOYMENT NEEDED TO SUPPORT HERSELF AND HER CHILDREN.

* AFDC - Aid to Families with Dependent Children is the largest category in our present welfare system. Federal, state and county governments contribute to AFDC. Recipients are mothers with children, but without a husband at home. They must meet minimum financial standards before qualifying for AFDC.

Source: North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. First Edition, 1974.

THE AVERAGE AFDC MOTHER CANNOT RELY ON HER HUSBAND'S SUPPORT FOR THE FAMILY... Obj. 9

STATUS OF FATHER IN AFDC FAMILIES:

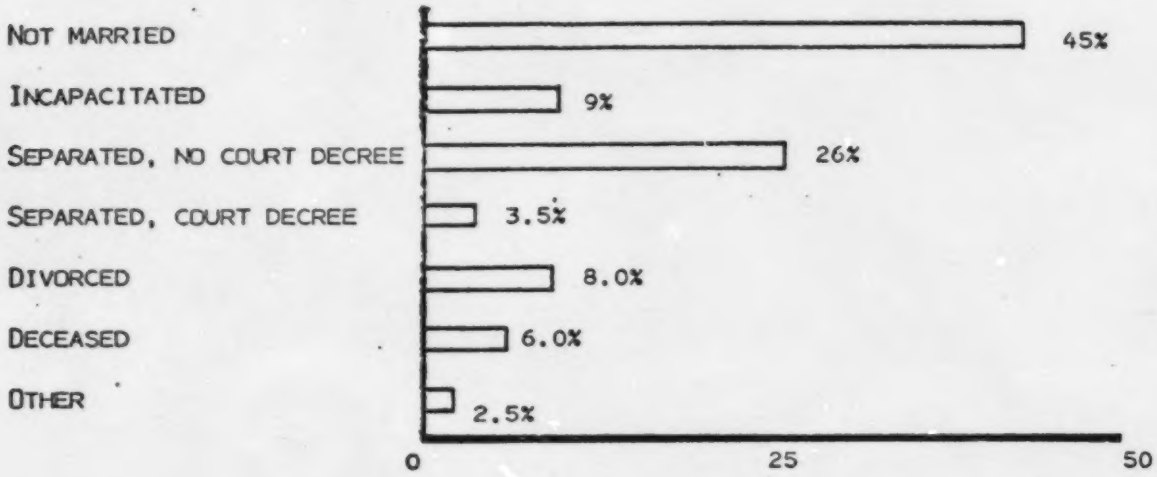
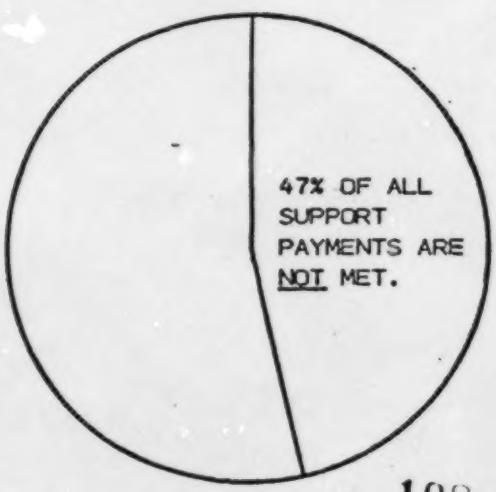


Figure 3-2 indicates that only 8% of the AFDC parents are divorced. Without bringing a divorce action, the dependent spouse does not have a court-approved separation agreement, which generally orders reasonable support payments. Criminal action for nonsupport, timely and inhibitory, is an inadequate remedy. A remedy is needed because 47% of the support payments are never met (Figure 3-3). Yet AFDC mothers do not have the monetary means to pay for a divorce, and free Legal Aid cannot reach all those who need it. Seventy-one percent of the fathers separate without a divorce, desert the family or cohabitate. The life style choices circumvent divorce costs and assure incoming AFDC payments.

SUPPORT PAYMENTS NOT MET BY FATHERS:



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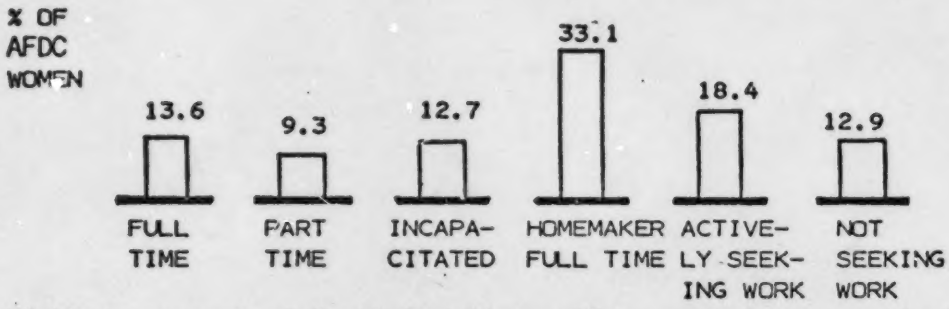
EMPLOYMENT OF MOTHERS:
(AFDC FAMILIES WITH MOTHERS IN HOME, 1973)

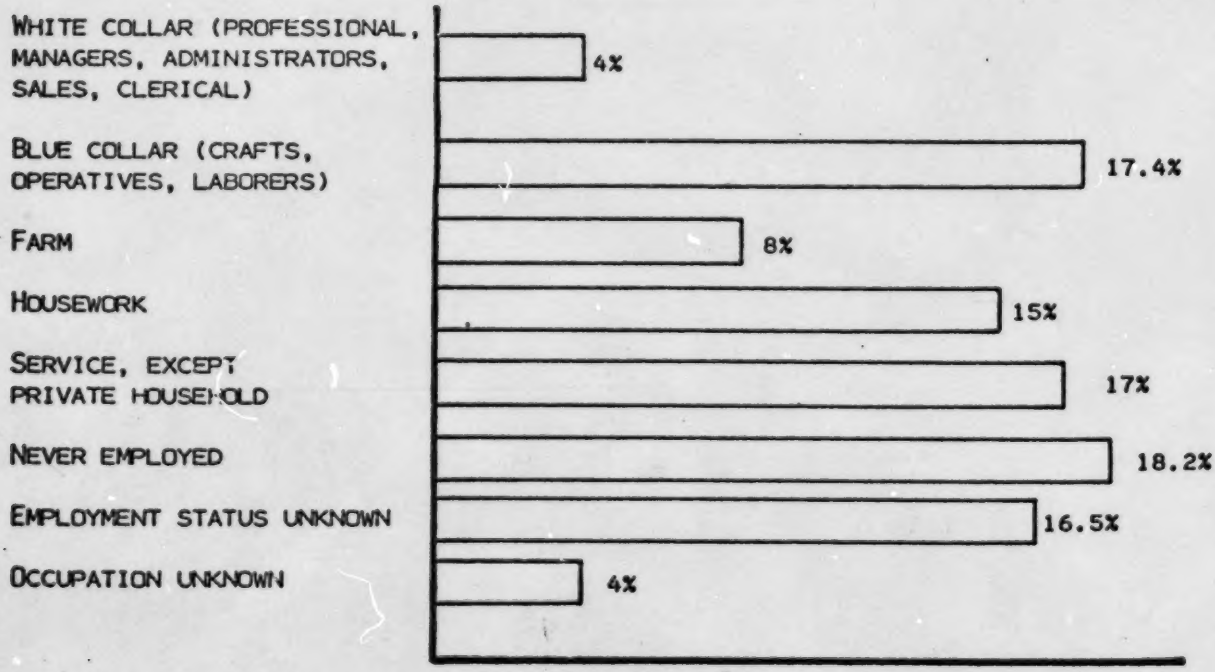


Eighteen percent of North Carolina welfare mothers are actively seeking employment. But Figures 3-4 and 3-5 demonstrate the difficulties the welfare mother may encounter when seeking a job because of her lack of work experience and children at home. Even though 10% have full- or part-time work, Figure 3-7 shows the type of low-paying job the average welfare mother has.

AFDC MOTHERS WHO HAVE WORKED ARE USUALLY UNSKILLED...

Few businesses or industries can afford to train unskilled workers, yet AFDC mothers cannot get training on their own because of children at home and the lack of adequate child care (Figure 3-7).

OCCUPATION TYPES OF AFDC MOTHERS:

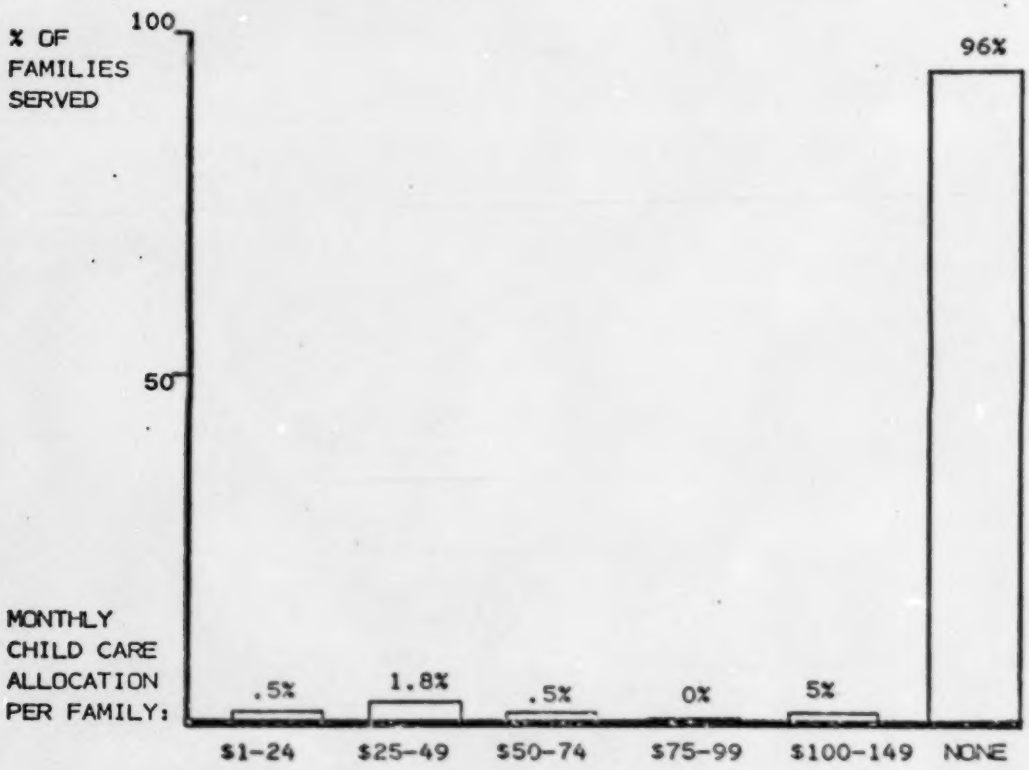


ONLY 25% OF THE AFDC CHILDREN IN NORTH CAROLINA CAN BE ACCOMMODATED IN CERTIFIED CHILD CARE CENTERS...

Monthly AFDC payments provide food, clothing and shelter at a subsistence level, leaving no money for child care. However, the federal government sponsors child care programs through its AFDC grants. "All pre-school children whose families are AFDC recipients are eligible for child care payments if an outside-the-home experience is in the child's best interests."[1] But as shown below the extra allocation for child care is minimal. In 1973, 96% of the AFDC families received no allocation for child care.

Only 25% of AFDC children in North Carolina can be accommodated in certified centers. More children could be cared for if 1) more centers were built and 2) state and county governments could match federal funds for monthly child care allocations to AFDC families. Last year, North Carolina had to return $11 million to the federal government for lack of matching state and county funds.[2]

AFDC FAMILIES WITH WORKING PARENT RECEIVING MONTHLY CHILD CARE PAYMENTS: (IN 1971)



1. Learning Institute of North Carolina, Who Cares for Children?, p. 42.
2. 1973 Findings of the AFDC Study, Table 76.

Title IX Exercises

Directions: What does Title IX say about the legality of each of the situations below?

1. Susan wants to join the all-male football team. There is no female football team.
2. Bill wants to take home economics. When he talked to his counselor about it, he (the counselor) laughed and said, "That's ridiculous--why on earth would you want to waste your time that way--you'll be the laughing stock of the whole school."
3. Carol and Timothy, high school juniors, were secretly married. When the principal discovered it, he suspended Carol.
4. Carlos' counselor discouraged him from taking typing because, she said, "Boys have such big knuckles that they don't do well in typing."
5. Julia was not allowed to take shop because there was no female toilet facility in the shop area.
6. Margaret became pregnant and George admitted to being the father--Margaret was suspended.
7. Students in P.E. are grouped according to sex.
8. Sherry wishes to sign up for bricklaying. She is told that she will be permitted to, however she will not be allowed to participate in the on-the-job training aspect of the course since the participating employer refuses to allow females to work in his business.
9. The girls basketball team is told that they cannot practice in the afternoon after school because the boys' team needs the gym at that time to practice.
10. The chorus is divided into a male and female section because of the different range of voices required.

Equal Protection Clause of the Fourteenth Amendment

Article XIV

[Proposed June 13, 1866; declared ratified July 28, 1868]

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

PERCEIVED MALE STEREOTYPES

Directions

The following statements are current practices based on the stereotypic ways males act and/or are expected to act in contemporary society. For each statement, try to think of (a) an example that confirms the situation, (b) an exception to the rule, (c) the cause of the situation and (d) some strategy for overcoming the situation.

1. Men are strong, industrious, and competitive.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

2. Men are unemotional, cool and clear thinking.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

3. Men are expected to "have the answer" or "be an expert" on almost any and every topic.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

4. A man's value, success, and self-worth are determined by the money, status and power he has.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

5. The man's natural role in a family is to be the "provider."

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

6. A man is not a man if he does not have a job.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

7. Men are supposed to defend women's and children's honor, usually physically.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

8. Men are expected to take few responsibilities in child rearing other than discipline and provision of material needs.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

9. Men who cry, or who don't enjoy sports or who are not supermen are weak.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

10. In relationships with women, men are expected to be the aggressor.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

PERCEIVED MALE/FEMALE DIFFERENCES

Directions

Place a check in the appropriate box opposite each trait listed below. When compared TO WORKING MEN:

WORKING WOMEN ARE:	Much Less Often	Somewhat Less Often	About Equally Often	Somewhat More Often	Much More Often
1. confident					
2. dedicated					
3. strong					
4. intelligent					
5. organized					
6. industrious					
7. competitive					
8. accurate					
9. dependent					
10. fearful					
11. considerate					
12. irresponsible					
13. determined					
14. materialistic					
15. emotional					

2,000 A. D.

Directions: (A) What changes do you think will take place by the year 2,000?

(B) How can schools respond to these changes? (i.e., How can schools best assist the career development of students?)

(C) What strategies can be used to achieve these responses?

A. 1. Number of jobs available..

2. Kinds of jobs available..

3. Kinds of new fields emerging..

4. Degree of emphasis on college education..

5. Need for unskilled laborers..

6. Need for Ph.D's and professional workers..

7. Amount of cooperation between business and education..

8. Unemployment rate..

9. Salaries..

10. Need for skilled laborers..

11. Kinds of jobs in which females and males are employed..

12. Proportion of the U.S. population of working age who will work

13. Percentage of females making up the labor force.

14. Salary difference between females and males..

15. Number of years females will work..

16. Amount of time needed to care for home and children..

17. Other_____

_____

B. Responses

1.

2.

3.

4.

C. Strategies and Objectives for Each Response

1.

2.

3.

4.

5.

W O R K S H E E T

Objective	Implementation Plan	Steps Required	Time Required	Plan Started (Date)	Plan Completed (Date)

Summary/Comments:

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POST-TEST SURVEY *

Code No. _____

Directions: For each statement, please indicate in the blank to the left of the statement whether you

SA -- strongly agree

A -- tend to agree

D -- tend to disagree

SD -- strongly disagree

_____1. Normal women find their greatest fulfillment at home as good wives and mothers.

_____2. Most women tend to lose their femininity when they perform "masculine" jobs.

_____3. Most women really prefer a strong, dominating male.

_____4. Men teachers are better disciplinarians than women teachers.

_____5. Women tend to respond emotionally, men by thinking.

_____6. Birth control information and devices should be readily available to any female over age fourteen who requests them.

_____7. Generally speaking, women gossip more than men do.

_____8. Marriage is an institution that primarily benefits males.

_____9. Women tend to quit their jobs more frequently than men do.

_____10. Children usually suffer when mothers work outside the home.

_____11. Women who work are taking jobs away from men.

_____12. Most women really do not like to work under other women.

_____13. To make up for past discrimination, women should receive preference in promotions and hiring until the male-female ratio is balanced.

_____14. Industry and large school systems, etc., should provide free child care in order to enable mothers to continue working or preparing for a career.

_____15. Most men really do feel superior to women.

* Adapted from: Womanpower: A Manual for Workshops in Personal Effectiveness. by Laura G. Manis. Carroll Press, 1977.

Workshop Evaluation

Directions: Please evaluate the workshop using the following scale-- 1- very negative; 5- very positive. (Circle One)

	Very Negative				Very Positive
1. Overall content	1	2	3	4	5
Comments:					
2. Overall presentation	1	2	3	4	5
Comments:					
3. Materials	1	2	3	4	5
Comments:					
4. Films/Slides	1	2	3	4	5
Comments:					
5. Scheduling of time	1	2	3	4	5
Comments:					
6. Amount of work required	1	2	3	4	5
Comments:					
7. Value of content to me in my work	1	2	3	4	5
Comments:					
8. The degree to which workshop objectives were met	1	2	3	4	5
Comments					

EVALUATION

Objective # _____

Please evaluate this activity according to the following scale:
1--Very Negative, 5--Very Positive. (Circle one)

	Very Negative				Very Positive
General Impression	1	2	3	4	5
Usefulness of Subject Matter to me	1	2	3	4	5
Method of Presentation	1	2	3	4	5

Changes I would make to improve its usefulness to me: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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